

EXPLORING THE WASHBACK OF A RENEWED ASSESSMENT SYSTEM ON
TEACHING

A thesis presented by
MABEL CRISTINA QUINCHIA MONROY

Submitted to the School of Languages of
Universidad de Antioquia, Medellin in partial fulfillment
of the requirements for the degree of

MAGISTER EN ENSEÑANZA Y APRENDIZAJE DE LENGUAS EXTRANJERAS

February 2017

Master's in Foreign Language Teaching and Learning

© Copyright by MabelQuinchía2017
All Rights Reserved

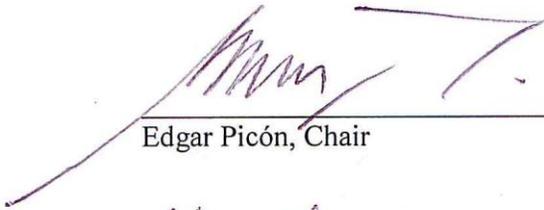
EXPLORING THE WASHBACK OF A RENEWED ASSESSMENT SYSTEM ON
TEACHING

A Thesis Presented

by

MABEL CRISTINA QUINCHIA MONROY

Approved as to style and content by:



Edgar Picón, Chair



Liliana Maturana, Committee Member



Diana Pineda, Committee Member



Paula Andrea Echeverri, Director
Escuela de Idiomas

DEDICATION

To my family, who has been with me since the beginnings of times, and will never leave.

To my son, who brings happiness to my eyes, everyday.

To Universidad de Antioquia, where the best of me has developed.

ACKNOWLEDGMENTS

I would like to express gratefulness to all the people who supported me during this meaningful process. My advisor Edgar Picón Jácome guided me with patience and passion.

My family stood by my side every time I needed it. My focal cases Sun and Butterfly

always showed a great disposition. The faculty of this Masters' Program provided significant guidance and commitment. My classmates always encouraged me in the hardest

moments of this road.

ABSTRACT

EXPLORING THE WASHBACK OF A RENEWED ASSESSMENT SYSTEM ON TEACHING

February 2017

M.A, MABELCRISTINA QUNCHIA MONROY, B.A. UNIVERSIDAD DE
ANTIOQUIA MEDELLIN, COLOMBIA

Directed by: Professor MA. Edgar Picón Jácome.

Washback has been defined as the impact of assessment practices on teaching and learning. By the same token, positive washback is the effect that any classroom teacher would expect from her evaluation practices. Just like learning is the goal expected in any teaching-learning experience, positive washback both on teaching and learning is the vehicle for formative assessment to take place in the classroom setting.

Standardized external large-scale testing seems to have been the focus of washback studies on teaching while studies on washback of classroom assessment practices on teaching remain scarce. As an effort to bridge that gap, this qualitative case study focused on exploring the washback effect of a renewed assessment system on teaching. The fact of having engaged teachers in such renewal became an important action intended to empower teachers to carry out informed assessment practices. Consequently, positive washback effect on their teaching was the main expected result.

The participants were seven teachers of a program out of whom two focal cases, who I will name Sun and Butterfly, were analyzed in depth. Data collection included document analysis, class observations, pre- and post-observation interviews, and a

questionnaire. The analysis of the two focal cases evidenced specific positive strong washback of the performance assessment procedures—which were the main focus of the changes implemented during the renewal—on the teaching of Sun, the teacher who had participated actively in the curricular renewal. Such procedures mainly impacted her planning and class dynamics including the selection and use of material, her role and interactions with students in class, the type of assignments she proposed, and her assessment practices in general terms. Contrariwise, traditional testing procedures—which were found to have been overlooked during the renewal—showed to have had weak washback effect on teaching.

Main results evidenced a strong coherent connection of teaching and assessment as the most important washback effect of the performance assessment procedures on the practices of the faculty. Finally, teachers' active participation in curricular changes was corroborated as an important means that allows for the development and exercise of teacher autonomy and promotes positive washback on teaching.

TABLE OF CONTENTS

Introduction.....	1
Theoretical Framework.....	5
Setting	11
PARTICIPANTS.....	15
Research Design	19
DATA COLLECTION.....	19
DATA ANALYSIS.....	21
Findings	23
Discussion.....	38
Conclusions.....	51
LIMITATIONS	53
IMPLICATIONS.....	54
IDEAS FOR FURTHER RESEARCH	55
APPENDIX A: CONSENT FORM.....	59
APPENDIX B: DATA COLLECTION.....	61
QUESTIONNAIRE.....	61
SUN INTERVIEW PROTOCOL 1.....	64
SUN INTERVIEW PROTOCOL 2.....	66
BUTTERFLY INTERVIEW PROTOCOL 1.....	68
BUTTERFLY INTERVIEW PROTOCOL 2.....	70
APPENDIX C: PROGRAM	72
GRADES REPORTFORM	77

Introduction

After reviewing the definition of washback by different authors,¹López (2002) concludes that

Washback is the impact that all the different assessment practices have on teachers, students, and the curriculum. This impact refers to all the things that teachers and students do because of the test in terms of the content of the curriculum, the sequence and rote of instruction, the methodology used to teach that content, the materials used in class and the types of activities that teachers and students do in the classroom. (p.52)

Washback studies seem to have focused on two mayor fields: tests that are traditional, multiple-choice and large-scale standardized, and that are considered to affect negatively the quality of teaching and learning (Cheng 2008; Cheng & Curtis, 2004; López, 2002), and tests improved or modified, with more communicative tasks, with the purpose of influencing positively teaching and learning (Cheng, 2008; Cheng & Curtis, 2004).

In Colombia little research has been done regarding washback. In the five EFL most representative Colombian Journals in the last ten years only four articles have been published. It is evident that the research done on washback has mostly focused on exploring the influence of Colombian government standardized tests while research done on washback in classroom based assessment is even scarcer.

In a study on the washback of the ICFES² exam, conducted by López (2002), he found that “the most common washback effect (...) was cramming the test”. López defines cramming sessions as special classes designed to prepare students to take the exam and observed that “the way teachers conducted these cramming sessions varied according to the

¹Brown & Hudson, 1998; Hamp-Lyons, 1997; Messick, 1996; Wall & Alderson, 1993; Shohamy, Donitsa-Schmidt & Ferman, 1996.

²The ICFES exam, nowadays called SABER 11°, is used to determine university admission (ICFES institution, 2015).

teachers' teaching style and beliefs, teaching experience, educational background and level of familiarity with the context of the exam" (López, 2002, pp.60 - 61). Lopez found that the washback was reliant on the importance given to the ICFES scores by the school community. The author added that, by the time of the study, there was not enough collected data to have concluding findings about the nature of the washback effect, or its extent and quality.

Another study on the washback of the ICFES test was conducted by Barletta and May (2006) in two Colombian public schools. After analyzing class observations they found that "the types of competence tested in the test strongly correlated with the ones actually developed in one of the classrooms observed". They found that the test had a reductionist conceptualization of language, communicative competence and reading comprehension and concluded that "the orientation of both the test and the class goals was quite limiting, so students' level of competence was no surprisingly low" (p.254).

In a third study on the washback effect of the ECAES³ conducted by Tejada and Castillo (2010), the researchers concluded that the test "produced negative effects in participants, processes and products in the teaching and learning of a foreign language" (p. 450). In sum, findings from the studies of the washback effect of the Colombian official standardized language tests evidenced that their impact has been mainly negative.

Yet less research has been done on exploring the impact of classroom assessment on teaching and learning—in fact, only one article has been published in the journals reviewed. The study, conducted by Muñoz and Álvarez, (2008) in an adult English program from a private university of Medellín, intended to evaluate the impact of the implementation of a writing assessment system aimed at promoting improvement in the

³The ECAES exam, nowadays called SABER PRO, is used to measure higher educational quality (ICFES institution, 2015).

teaching and learning of writing. The researchers found that there was improvement on students' writing and mostly on the linguistic aspects. Regarding teaching, in spite of teachers showing a positive attitude towards the use of writing rubrics, they also evidenced some resistance to change. The researchers concluded that "when innovative assessments are proposed it may take teachers some time to adjust to changes" (Muñoz & Álvarez, 2008, p.98).

In 2010, the evaluation of the English for Professionals Program of the School of Languages' Extension Center of the University of Antioquia, which I have coordinated for 10 years, identified a number of difficulties within its evaluation system. The difficulties were related to lack of clear criteria to evaluate the students' performance and achievement and to promote them from one level to another. The same difficulties had been pointed out in a previous study that intended to explore teachers' assessment practices and discourses (Arias & Maturana, 2005). From the identification of those difficulties, my concern as the coordinator of the program to make the assessment system more transparent, formative, and coherent with the curriculum grew up. After the program evaluation, the assessment system was hardly revised and changed. In this process teachers were asked their opinions, comments and suggestions.

It thus seems to be the right moment to explore the impact that the assessment system proposed is having on the faculty in order to see if the way they plan and apply instruction and assessment in their classes has been modified in any sense. From meetings and informal talks with the faculty of the program, I have identified that they are becoming more aware of planning class activities and suggesting strategies to their students to help them perform better in class and be more successful during assessment tasks. As it is stated by Messick (1996) "washback refers to the extent to which the introduction and use of a

test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning” (as cited in López, 2002). This study aims to explore how the involvement of the faculty in the renewal and implementation of the assessment system of an EFL program facilitates or not positive washback on their teaching. I hope that it may provide enlightening ideas to academic coordinators, school administrators, curriculum developers, and professional programs developers about how to facilitate positive washback through innovative practices in assessment.

Theoretical Framework

This study draws in socio-cultural theories, both regarding its method design and the assessment approach that it explores.

Assessment within the framework of socio-cultural theory is seen as interactive, dynamic, and collaborative. Rather than an external and formalized activity, assessment is integral to the teaching process and embedded in the social and cultural life of the classroom. Such an approach is seen as constructive because of its focus on assessing the process of learning, the attempt to elicit elaborated performance, and the emphasis on collaborative activity. (Gipps, 1999, p. 378)

From this perspective, collaboration takes place among peers and the teacher, who is considered a facilitator rather than a judge. Focusing on the process and involving the students in the different stages of assessment aim at encouraging them to monitor and reflect on their own performance in order to become self-monitoring and self-regulating learners (Broadfoot, 1996; Wittrock & Baker, 1991; Wolf *et al.*, 1991, as cited in Gipps, 1999, p. 379).

In the context in which this study takes place the assessment system is intended to be formative and collaborative following a socio-cultural perspective. However, the dynamics in which teachers are participating in curricular changes in the program follow a socio-critical approach. Specifically, during the renewal of the curriculum of the PIP and its implementation, a group of teachers followed the participatory structured process recommended by Auerbach (1992).

In a participatory approach the curriculum emerges as a result of an ongoing, collaborative investigation of critical themes in student's lives.... A participatory approach provides the teacher with a structured process for developing context-specific curricula, involving students at every step of the way. (Auerbach, 1992, p.22)

Although the curriculum renewal and its implementation follows a socio-critical, approach, the methodology followed in this case study is framed within a socio-cultural perspective, in which the understanding of the washback of assessment on teaching is approached taking into account different factors and actors within the context in which it takes place. Likewise, in order to understand and explain the object of the study, the methodological design included data collection from different sources of information triangulating different data collection techniques, which reflects an interpretive nature of the research design. The purpose of the study was not critical as it would be in studies thought as a means to empower participants to take actions as agents of change in society or to gain knowledge as power.

In order to better understand washback, it is important to understand impact, which has been defined as any of the effects of the test use on the society and educational systems and on the individuals within those systems (Bachman & Palmer, 1996; Wall, 1997 as cited in Cheng, 2008). Washback, considered as an aspect of impact, related specifically to the effect of the test use on individuals (Bachman & Palmer, 1996), has been usually defined as "the effect of testing on teaching and learning" (Hughes, as cited in Brown, 2004, p. 28).

Washback is a complex phenomenon and many factors are involved in generating it (Cheng, 2008; López, 2002; Watanabe, 2004). Due to its complexity, when studying washback, it is paramount to take into account as many factors as possible in order to

identify whether impact is generated by the test or by a different cause. Watanabe (2004) pictures the complexity of washback outlining three main aspects that characterize its nature: (1) dimensions, (2) aspects of learning and teaching that may be influenced by the examination, and (3) factors mediating the process.

Dimensions represent one of the various aspects of the nature of washback. Watanabe (2004) identifies five main dimensions namely specificity, intensity, length, intentionality and value. *Specificity* refers to the fact that washback can be general or specific. Any kind of effect produced by any test is considered general washback. When a specific part of a test or a specific test has impact on teaching or learning it is considered specific washback. *Intensity* refers to washback being strong or weak. Strong washback impacts all happening in the classroom and all teachers; on the contrary, weak washback impacts only some events in the classroom or only some teachers and students. *Length* refers to how long the influence of the test lasts; it could be for a long or short period of time. *Intentionality* refers to whether the effect was expected or not: intended washback is the effect that the test designers expected to generate, and unintended washback the one that was not expected but happened. The last dimension he explains is *value*, which refers to whether there was positive or negative washback, positive washback always being the purpose of test designers while unintended washback can be both, negative or positive.

A positive washback effect occurs when the assessment procedures correspond to the course goals and objectives. For instance, if a program sets a series of communicative performance objectives and tests the students using performance assessments and personal-response assessments, a powerful and positive washback effect can be created in favor of the communicative performance objectives (Brown & Hudson, 1998, pp. 667-668).

On the other hand, Brown and Hudson(1998) affirm that “if the assessment procedures in a curriculum do not correspond to a curriculum’s goals and objectives, the tests are likely to create a negative washback effect on those objectives and on the curriculum as a whole” (p. 667)

Regarding the aspects of learning and teaching that may be influenced by the examination, Watanabe (2004) refers to the 15 washback hypotheses of Alderson and Wall(1993) which they divided into(1) washback to the learner: “what learners learn, how learners learn, the rate and sequence of learning, and the degree and depth of learning”, and (2) washback to the program: “what teachers teach, how teachers teach, the rate and sequence of teaching, and the degree and depth of teaching” (p.21).

Finally, Watanabe (2004) based on a review of different authors (i.e., Alderson & Hamp-Lyons, 1996; Brown, 1997; Cheng, 2004; Shohamy *et al.*, 1996; and Wall, 1997, p. 22) refers to the factors mediating the process of washback being generated. He highlights *test factors* such as test methods, test contents, skills tested, purpose of the test, decisions that will be made on the basis of test results, etc.; *prestige factors* including stakes of the test, status of the test within the entire educational system, etc.; *personal factors* such as teachers’ educational backgrounds, their beliefs about the best methods of teaching/learning, etc.; *micro-context factors* including the school setting in which the test preparation is being carried out; and *macro-context factors*, that is, the society where the test is used.

A very important aspect of the assessment system analyzed in this study is its focus on formative assessment, which in turn makes feedback an important concept to be explained. According to Tunstall and Gipps (1996, as cited in Gipps, 1999), the feedback teachers give in informal assessment can be judgmental, which is based on norms; or

descriptive and connected to the task, in which the teacher details the students' achievement or competence. Tunstall and Gipps named the former type of feedback evaluative and the latter descriptive. They propose two kinds of descriptive feedback that are part of formative assessment: (1) "specifying attainment and specifying improvement", whose focus is on what the student masters being the teacher the person who has the power and control; and (2) "constructing achievement and constructing the way forward", whose focus is on identifying together, teacher and student, what worked in the learning process and what still needs to be done. In the latter both share power responsibility.

Washback has been usually studied from large-scale standardized tests designed by external experts. However, this study focuses on the washback coming from teacher-based assessment. According to Davidson and Leung (2009) teacher-based assessment is "a more teacher-mediated, context-based, classroom-embedded assessment practice, explicitly or implicitly defined in opposition to traditional externally set and assessed large scale formal examinations used primarily for selection and/or accountability purposes" (p.395). One of the procedures that are included in teacher-based assessment is performance assessment. Brown and Hudson (1998) state that "performance assessments require students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or writing but also using reading or writing or combining skills" (p.662). According to these authors there are several types of performance assessments such as: "essay writing or interviews or more recent developments like problem-solving tasks, communicative pair-work tasks, role playing, and group discussions" (p.662). Given that the assessment system that is studied here is made up of performance assessment and traditional assessment procedures, it is also necessary to define traditional assessment. Traditional assessment refers to procedures that are usually paper and pencil administered,

involve discrete-point and selected-response type of items, provide numerical scores as feedback, and usually rank the individuals (Brown, 2004; Fox, 2008).

Setting

This research project took place at an adult's English program of the School of Languages' Extension Center at the University of Antioquia where I work as the program academic coordinator. The current program, from now on the PIP, is offered to professionals of all fields as part of their continuing education. These English courses help students to fulfill with the requirement of foreign language to access graduate studies and to be competent in the labor market. The program has a theme-based curriculum, with a methodology based on project work and task-based language teaching that integrates some critical elements. There are some tasks intended to facilitate the students' development of critical positions related to the teaching materials, the status of the English in the world and the foreign and local cultures. In spite of these critical elements, the purpose of the curriculum is not to promote among students the idea of taking action in the society transforming unfair situations. The PIP offers five levels of 100 hours each, six hours a week.

Since the PIP was funded, in the late 80's, it had never been fully evaluated. Due to the administrative staff of the school and the academic coordinator of the program were interested in identifying its strengths and weaknesses to propose some actions for improvement, the program began an evaluation process in 2010. The program evaluation was followed by a curriculum renewal stage. One of the areas that was hardly revised and changed was its assessment system.

A group of teachers was in charge of developing the new curriculum of the program. This group was composed by one advisor in curriculum, one advisor in assessment, the academic coordinator of the program and two teachers of the PIP, who accepted the invitation to work in this group, and that I will refer to as the faculty

representatives. This group of teachers in charge of the curriculum renewal process, including the assessment system that was the area that needed more attention according to the findings of the program evaluation, followed the recommendations of Auerbach (1992) of a participatory approach. This process included (a) the construction of a document that included the theoretical foundations that underpin the methodology and the assessment system of the program; (b) the design of the syllabus; (c) the design of the teaching material that incorporates the content of the curriculum selected per every level; (d) the construction of the assessment system instruments, that mainly centered on performance-based communicative tasks with rubrics; and (e) the implementation of the renewed curriculum.

What in this study is called assessment system is a set of articulated procedures including (1) a performance-based component made up of six evaluative communicative tasks executed throughout the different stages of a classroom project, focused on evaluating the communicative competence; and (2) a traditional component that includes: two quizzes—one of them focused on evaluating grammatical aspects and the other one on listening comprehension—and a final written exam to evaluate listening and reading comprehension and written productions skills. Although the final exam includes a writing production section, the traditional component procedures are mostly made up of discrete point items, the performance-based component is worth 60% of the final grade and the traditional component is worth 40%.

Some of the evaluative procedures from the former assessment system, namely an interview with the homeroom teacher, class presentations, and the final exam, continued in this new one as the faculty of the program considered it important. The former assessment system was made up of a follow-up process that included the participation in solving the tasks proposed in the course material, how much the students achieved solving those tasks,

and a final performance task. Besides, students had to perform an interview with a teacher from a different group and take a final exam designed by the homeroom teacher. Although the assessment system had established the evaluative events, it lacked clear criteria to assess students. To be promoted to the next level the students had to approve the follow-up process plus the interview or the final exam.

It is important to mention that the actual syllabus followed a task-based approach in its design, and that the selection of linguistic contents, exercises, and communicative tasks was completed taking into account the interests and needs of the students after they filled out a questionnaire during the design of the proposal to renew the curriculum. Likewise, the program integrates a project-work methodology with pre-established stages and a final presentation. As it is a communicative program, the model of language that underpins the syllabus and defines the assessment construct corresponds to the communicative competence (Canale & Swain, 1980; Council of Europe, 2001; Savignon, 2001).

The curriculum renewal process followed two main big stages that I will refer to as the construction stage and the implementation stage. The construction stage included several sub-stages namely (a) the development of a curriculum renewal proposal by the group in charge of this task and its validation with all the faculty; (b) the selection of the topics and linguistic content of the curriculum, and subsequent design of the syllabus, in this sub stage the faculty of the program and students gave suggestions; (c) the creation of the guidelines document by the advisors, the coordinator, and the two faculty representatives, and its validation by the rest of the program faculty; (d) the design of the teaching material by two faculty teachers and its validation by the group in charge of the curriculum renewal; (e) the selection of the evaluative events and its percentages, in this sub-stage all the faculty participated giving suggestions; (f) the design of the assessment

instruments per level by the advisor in assessment and the program coordinator, in this sub-stage the two faculty representatives participated actively and the rest of the faculty gave feedback after their implementation. It is necessary to clarify that the criteria to design the quizzes and final exam, were also established by the advisor in assessment and the coordinator of the program, and feedback was received from the two faculty representatives; nevertheless, these criteria were not validated with the other faculty members of the program before their implementation but after it. At the end of this stage, a series of talks to introduce the new curriculum to the faculty, the academic community of the School of Languages and the students took place.

After the construction stage finished, the implementation of the new curriculum began preceded by a talk with the PIP faculty to discuss in detail the curricular changes. The renewed curriculum was piloted one level per semester until the five levels were introduced. The faculty received the course program that included the syllabus and teaching material. The syllabus incorporates general and specific goals with some guiding questions for the students' projects and the contents to develop. The material includes exercises and communicative tasks that would support the students' learning process. This course program is the base of the curriculum for the teacher; however, they can decide what to work from there depending on the students' identified needs. The course program is supposed to be complemented based on what students need to develop the topics they will select for their projects. The faculty also received the rubrics to assess the evaluative communicative tasks, and guidelines to design the quizzes and the final exams. They were given instructions to negotiate the theme and the format of the tasks with the students, and to present the rubrics at the beginning of the course in order for the process to be formative. The faculty shared strategies about how to carry out those steps. During this first semester,

the faculty who implemented the first level worked in couples to discuss issues that arose regarding contents, material, teaching methodology, and the assessment system. At the end of the semester, they were asked to fill in a document with everything they had or had not worked from the course program, explanations, and their suggestions for improvement. They did it both for the teaching and assessment activities proposed. Based on this feedback the coordination established an on-going plan for refining the curriculum.

After the piloting of the first level, a team-work strategy for the implementation of the other levels by the rest of the faculty was applied. Teachers who had participated in the piloting of the first level worked with teachers who were going to implement the renewed curriculum for the first time. After having piloted the first level, every semester one new level was piloted until the five levels of the program were piloted and implemented. This strategy has continued and at the end of each semester there is always a meeting to receive feedback from teachers in order to keep on refining the curriculum, which has included the fixing of the rubrics designed to assess performance communicative tasks. The intention of involving teachers in the renewal of the curriculum was to promote the faculty professional development in order to help teachers to achieve an easier appropriation of the changes made in search of positive washback on their teaching.

Participants

The participants in this research project are seven out of the 10 teachers that made up the faculty of the program at the time of the study. Out of those seven, two focal cases were selected in order to deepen the analysis. One of the focal cases was new to the program and neither participated in the creation stage nor in the piloting part of the implementation stage. The second focal case participated actively in the whole renewal process.

The remaining five participants have worked at the PIP for a period of time that varies between 5 and 25 years. Regarding their professional background, all of them come from language undergraduate programs from the School of Languages of the University of Antioquia. Concerning graduate studies, one of them has a Master degree in Foreign Language Teaching and Learning, and two more have a specialization degree in Education. Regarding their professional development in assessment, at the time they were pursuing undergraduate studies, none of those programs offered courses on the matter. However, most of the teachers have participated in workshops about the use of rubrics, and two of them also participated in an evaluation seminar offered by a research group from the School of Languages. All of them knew about the assessment system renewal and were involved at different degrees in that process.

The two focal cases, from now on Sun and Butterfly, were selected based on criteria related to their academic background and their degree of participation in the curriculum renewal. Sun has been part of the teacher staff since 2007; she has had the possibility to work with the old curriculum of the PIP and to participate during the whole process of the renewal of the curriculum of this English program. Her Bachelor's degree is in Translation from the University of Antioquia and she is currently pursuing a Master's degree in foreign language teaching and learning at the same institution. Regarding her professional development in assessment, in 2007 she participated in a two-week workshop on foreign language assessment of learning offered as part of the commitments of a research project. In the master's program that she is currently pursuing there is a course on assessment.

Sun has participated actively since 2011 in all the events and activities carried out both during the construction and the implementation stages of the curriculum renewal process. That included attending talks, participating in discussions, giving feedback and all

the activities implemented during the construction stage. Sun was one of the two staff members that participated actively in the design of teaching material for the PIP courses and gave feedback to the assessment system. Likewise, she participated in the piloting of the new curriculum and has continued to team-work with new teachers and other colleagues during the on-going process of the curriculum refining.

Contrariwise, Butterfly did not participate in any of the stages of the renewal of the curriculum. The semester that she started working for the PIP, this research project had already began and the new curriculum had been implemented for some months. However, she has been inducted to the program with the support of the coordinator and another colleague as any other new teacher has. Regarding her background in assessment, she had a course on assessment during her Bachelor's degree, and is currently pursuing her Master's degree in the same field in which there is also a course on assessment. In 2011 she attended a conference offered by two local scholars in the field of assessment.

In order to help the reader with a better understanding of my positionality in this study, I consider important to describe my background and role. As I have already mentioned, I am the academic coordinator of the English program where this study took place. I have been teaching since 1998, and being the academic coordinator of the program since 2005. I have participated in a study group and a research project related to the use of rubrics to assess students, and I am actually pursuing a master degree in teaching and learning of foreign languages. I consider that assessment is one of the most important aspects of teaching, that it always should look for the improvement of the learning process of the student as well as teaching based on the student's performance. Assessment should allow teachers to share the power and responsibility of improving the students' learning process. I also consider that the curriculum of a program should look for the ways to

promote the communicative competence and the autonomy of the students in order to become more critical individuals.

Research Design

Since teachers create their own world according to the contexts where they interact, to understand their assessment practices it is necessary understanding many intertwined factors that construct the realities within those contexts. In words of Richards (2003),

Reality is socially constructed, so the focus of research should be on an understanding of this construction and the multiple perspectives it implies since actors are individuals with biographies, acting in particular circumstances at particular times and constructing meaning from events and interactions. (p. 38)

Coherently, the main goal of this study is to understand how the involvement of the faculty in the renewal and implementation of the assessment system of an EFL program facilitates or not positive washback on their teaching. To reach this goal I carried out a single case study because I consider that such research design allowed me to deeply understand, from the different actors' perspectives, the washback phenomenon complexity generated in this specific program: as stated by Yin (2003), a case study "helps in understanding complex social phenomena" (p.2). Yin (2003) claims that "the strength of a case study method is its ability to examine, in depth, a 'case' within its 'real life' context" (p.111). To collect data, I drew on Watanabe's (2004) ideas, being class observations the most important technique to explore washback. I also administered a questionnaire to the seven participant teachers, carried out pre- and post-observation interviews with the focal cases, and analyzed documents of the program.

Data Collection

The process of data collection began in July with the presentation of the project and the distribution of consent forms (see appendix A) during the first staff meeting. The 10

teachers of the program were invited to participate and seven of them accepted. After obtaining their permission to collect the data, the process continued until November, the data collected through the questionnaire, the interviews and class observations were in English.

The questionnaire (see appendix B) the first technique applied to collect the data. It was sent to all the participants the first week of September and it helped me (1) to create the profile of the participants, specially to know more about the teachers' academic background related to foreign language teaching and assessment; (2) to identify changes in their teaching practices that they consider due to the new assessment system; and (3) to explore their beliefs about assessment. This information along with the degree of teacher's involvement in the renewal of the curriculum and assessment system allowed me to select the two focal cases of this study, one of them who had participated in all the stages of the curriculum and assessment system renewal process and the other one, who did not participate in any of the stages of the renewal process. It also helped me to compare the whole staff's perception about the influence of the assessment system on their teaching in general terms to the findings that resulted from the analysis of the two focal cases. At the same time, these data provided me with elements to design the protocol for the pre-observation interview.

The document analysis included the program guidelines, the course syllabus (see appendix C), the rubrics supplied by the coordination, teachers' bulletins with information about the assessment in the program, the questionnaires applied during the renewal of the curriculum, and the format to report the final grades. The purpose of this document analysis was to complement the information gathered in the questionnaire to design the protocol of the pre-observation interviews.

Regarding interviews, I followed the suggestions of Watanabe (2004) to carry out pre- and post-observation interviews (see appendix B), as subtasks of the observations. Both kinds of interviews took place at two different moments with each of the two focal cases. The purpose of the pre-observation interview was to go deeper in the analysis of the data collected with the questionnaire and the document analysis, while the purpose with the post-observation interview was to see the teacher's reaction to her observed teaching. Both interviews were "an important source for interpreting the observation data" (p.30).

Concerning class observations, I observed three classes of Sun and four of Butterfly with the purpose of identifying possible effects of the assessment system on their teaching. This data collection technique lasted six weeks and was applied during the last part of the course, which lasted seventeen weeks. During this time both teachers worked on the course material, on preparing the class project, on assessing the performance tasks of the project and on applying some of the quizzes of the course. Careful attention was given to determining whether intended washback actually took place, and identifying unintended washback that could occur.

Data Analysis

To analyze the data, I followed the recommendation of Yin (2003) related to having the framework of the issue being studied; special attention was given to this point in order to select very well the aspects that might evidence any kind of washback in order to be able to clearly answer the research question. The analysis followed an inductive-deductive approach in which deductive categories coming from the theoretical framework were established while the data was categorized inductively. This approach in the analysis is used by different qualitative research designs as noted by Creswell (2007, p.148). In words of Creswell, "data analysis in qualitative research consists of preparing and organizing the

data ... for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally presenting the data in figures, tables, or a discussion” (p. 148). In order to be systematic I followed the steps suggested by Burns (1999) namely, assembling, coding, comparing, reducing and interpreting data.⁴

In order to raise the validity of the procedure my advisor acted as a critical friend. There were also used different data collection techniques such as: class observations, pre- and post-class observation interviews and questionnaires to triangulate the information that allowed me to see data from different perspectives. Finally, the findings presented here were validated by the two main participants of the study. For the organization of the categories and in order to help the interpretation, I used a software called Nvivo 10. In this thesis I intend to be very clear and specific with the research design and the analysis process in order to provide insight for future researchers who might feel interested in researching this issue in different contexts.

⁴ Although Burns presents these steps in the analysis of Action Research (AR), I found them very clear and useful. Besides that, AR is a qualitative research design and therefore data analysis in AR is coherent with data analysis in case studies.

Findings

This study intended to understand how the involvement of the faculty in the renewal and the implementation of the assessment system of an EFL program facilitate or not positive washback on their teaching. To understand this phenomenon, I collected data through the application of a questionnaire, class observations, pre- and post-observation interviews, and the analysis of some documents of the program.

The data analysis showed that involving the faculty during the processes of the renewal and the implementation of an assessment system actually contributed to generate positive washback on their teaching. Washback was also found to be specific. According to the data analysis each of the two types of assessments that made up the system studied, performance and traditional assessment, had washback on different aspects of teaching. Watanabe (2004) defines specific washback as “a type of washback that relates to only one specific aspect of a test or one specific test type” (p.20).

In the following paragraphs I present the findings supported by evidence that allow to see first, on what aspects of teaching positive washback was identified and second, how participating during the renewal and the implementation of the assessment system contributed to the generation of positive washback on teaching. I will introduce the findings in the following order: positive washback of performance assessment, positive washback of traditional assessment, and evidence of teacher autonomy development during their participation in the curriculum renewal.

Washback of performance assessment procedures

The data analysis revealed that performance assessment procedures had positive washback on teaching. Data also evidenced that the washback effect was strong. According to Brown and Hudson (1988) positive washback takes place when the assessment

procedures are coherent with the goals and objectives of the curriculum. Similarly, Watanabe (2004) affirms that “if the test has a strong effect, then it will determine everything that happens in the classroom, and lead all teachers to teach in the same way toward the exams” (p.20). In the following paragraphs, I will describe positive and strong washback of performance assessment identified in teaching.

Performance assessment had positive and strong effects on the planning of classes as Sun and Butterfly connected teaching and evaluation in the sense that they prepared exercises for classes taking into account what students needed to have good performance in the assessment tasks. In the following excerpt, Butterfly makes it explicit.

Basically everything is connected to me. Every time students are using the language, every time I’m giving them feedback, even if it’s oral or written, we are learning then to produce something, even if it is written or oral. So, everything we did in the classroom was preparing them [students] for the evaluative tasks [performance assessment tasks], everything. Even if the conversations were about something different, there was a grammar point to correct and then they [students] would use it in the project or in the evaluative tasks. And because of the evaluative tasks allow you to move between a variety of topics. So we [teacher and students] were all the time paying attention to accuracy, all the time we were talking or using the vocabulary, we were paying attention to semantics, we were practicing, they [students] were understanding the questions, so we were working on listening. So everything is connected. (Butterfly, Post-observation interview, Dec 16)

By the same token, evidence coming from question 12 in the questionnaire (see appendix B), which asked participants to describe the changes they had identified in their methodology, support the washback effect of performance assessment on the teaching of Sun and other participant faculty.

Before, I thought the project and the material [teaching material of the course] were taken as separate things, now, I try to plan both so they have a connection, and students can use strategies from the [teaching] material in their project activities. For example, the [teaching] material proposed to answer a question about a specific feature, when working on the Project, I give them the same example as a possibility to explore in their Project, so they have a reference and it is easier for them. (Sun, questionnaire, question 12: changings in their planning of class, Sep 21)

Mainly all of them [interactions] are done to provide students with the tools so they can get familiar with topics, subtopics and grammar, discursive, strategic and socio-cultural competence for the assessed procedures during the course (Teacher 1, questionnaire, question 12: interactions proposed, Sep 21).

When I make them [students] work in groups, I give them a critical question or else they should discuss some aspects of the task to get to an agreement. This goes hand to hand to what they [students] have to do for the Final Project (Teacher 2, questionnaire, question 12: interactions proposed, Sep 21)

We generally work in groups and then we share the ideas expressed by their partners. I try to find out personal experiences they've [students] had related to the topic we are talking about (Teacher 3, questionnaire, Sep 21).

Most of the activities allow and encourage students to interact and share their insights or productions (Teacher 4, questionnaire, question 12: interactions proposed, Sep 21).

In the class observations it was also evidenced that both focal cases planned their classes with exercises that aimed to help students to have good performance in the assessments tasks. In my class observation notes I wrote down the class agenda both teachers presented to their students every class I observed. Most of the time they dedicated class time to work on the material of the course to help students prepare their project evaluative tasks, and to work on some extra-material they prepared to give students more input of the topic of the level to provide them with the vocabulary and linguistic structures they needed.

Agenda: Quote about homosexual couples' adoption in Colombia
Listening quiz, computers room
Work on final details of the project final presentation
You owe me: tips to go to Colombia
Experience with the chat
(Sun, class observation, Nov 12)

Following the agenda, that she presented, Sun started the lesson with a quote to promote oral interaction among the students to talk about an important issue for the Colombian society; the topic of this level is customs and social gatherings. Then, she

continued with a quiz on listening, and after, she proposed to work on the project final details of the presentation. She also prepared an exercise to complement the material of the course to work on vocabulary and some expressions related to the topic of the level. To finish the lesson, Sun asked students about the previous class they had which was with another teacher to have an oral practice on the topic of the level.

Agenda: Food for thought
Written report
Conventional vs. Alternative Medicine
Material of the course
(Butterfly, class observation, Nov 9)

According to the agenda Butterfly presented, she started the lesson with a video she brought to complement the material of the course. The video was related to the topic of this level, which is sports, health and nutrition, and it was used to promote oral interaction among students. After, the teacher picked up the written report of the project, which is one of the performance assessment tasks, and asked students if the outlines they had worked on the previous class had helped them to write their project report. Then, she moved to work on the material of the course on some exercises based on a reading text called Conventional vs. Alternative Medicine.

Part of the positive washback effect observed was related to the teaching material used in class. After a constant formal and informal assessment of students' performance, the focal cases adapted the teaching material of the course to the needs they had identified in students, if necessary. Sun and Butterfly took into account students' weaknesses with some specific skills such as writing, speaking to adapt or omit tasks. The focal cases did some changes such as taking students to negotiate in teams when the task in the teaching material was an individual task, or instead of discussing in groups, students had to write an individual composition if working on writing was the need. Likewise, they selected extra

material such as videos, readings, games connected to the topic of the level, and planned exercises designed to help the students develop the skills needed in performance assessment procedures.

What is a fact is that the evaluative task [performance assessment task] has had an impact on my choosing of different materials, I try to choose materials that connect to the topic of the level and do activities that are related to what they [students] have to do in these evaluative activities. For example their presentations, especially the writing, the writing activities they will be evaluated on, I try to work on that and choose material that will help them work on that and I try to choose topics related to the topic of the level or I choose. I also, for example, take information from their own projects to give examples to them and to prepare activities that will help them with their same, with their own examples so they have like a realistic example and they can prepare their evaluative activities (Sun, post-observation interview, Dec 9).

I took different materials. I took images, I took videos, I took even my own worksheet that we wanted to practice, according to the student's feedback that I was giving to them for the writing part, I created some new ones, specifically for grammar points that they [students] were needing at that time (Butterfly, pre-observation interview, Oct 22).

S. asked for the last controversial news in the country. She asked students to team up and share their opinion on the adoption of children by homosexual couples. While students discussed, she walked around helping them with vocabulary and pronunciation. She used the board to write some expressions students could use to talk about the topic, at the same time, she introduced the expressions, and she explained some grammar points illustrated by the expressions. While students shared their opinions, she wrote them down on the board. She made corrections to the structures and explained students why she did them. (Sun, class observation, Nov 12)

Butterfly announced a game called Time Bomb. She asked students to sit in front of the white board in a line. Then, she explained the game. She asked one of the students to explain what the game was about in order to verify if students had understood. The game was about answering questions about sports, which is the topic of the level; the questions were related to their lives. (Butterfly, class observation, Oct 26)

There were also washback effects on assignments; the data showed that most of the homework the focal cases assigned was related to the students' class project and that Sun and Butterfly prepared performance assessment tasks in class time.

Basically the assignments that I consider necessary are the ones, are the evaluative tasks of the project [performance assessment tasks], some of the tasks of the material [teaching material of the course] are really important but sometimes I just make the decision of sacrificing those tasks if I think, if for example students need to do something for the project [performance assessment tasks] (Sun, pre-observation interview, Oct 17).

I: And what is the goal of those assignments? When they have to take pictures, when they have to look for information, what kind of information is that?

Basically, the information is about the project [performance assessment tasks]. They [students] have to look for information and sometimes they have to gather in the groups during the class and share what they found, or give a report on what they found. Basically the information is about that (Butterfly, pre-observation interview, Oct 22).

After this discussion she explained they were going to move to the computers room to work on their projects, specifically on the project presentation format. In the computers room she went from group to group to help them with some strategies to work on their projects. She asked students for what they were going to say during the presentation. She told her students to email her the information they were going to present so she could give them feedback on it ...

Each team explained the format they were going to use to present their project and she helped them with some ideas. When she talked to each group, she asked them for the structure of the project, for the information they were going to say, for the order to present it and gave them some suggestions and ideas about the format, content, structure of the presentation, she even tried to help some of them with materials, she said she was going to see if it was possible to get a puppet theater for the presentation of one of the groups. (Sun, class observation, Nov 12,)

B. Continued with the individual written report for 30 minutes. She projected what she had planned to work on the written report and explained it step by step. Then, she asked if they had understood what an outline was. Then she gave them some examples. She said: "an outline has: introduction, body and conclusions". She divided the class in groups and gave each group one part of the outline and asked them to discuss and explain what ideas or information they would include in that part. Each group wrote on the board what they considered was in each part. Then, she explained what the idea of an outline was and how to develop it to write a text. She asked them to develop a little bit each part they have written, orally, and to explain the purpose of each part. (Butterfly, class observation, Oct 28)

The data also revealed washback on class interactions. The two focal cases focused more on interactions among students to negotiate and discuss than on teacher-student interactions. The following excerpts illustrate it.

Interaction among students has always been of my concern, but it has changed more. I try to have them interact more among themselves (student-student), and not all the time with me (teacher-student). I also think it is very important for them [students] to discuss ideas for their projects in English, so they have the opportunity to develop the skills of negotiating and decision-making. In all the activities in which they have to answer questions, I always give them time to answer in groups, so they can discuss ideas and structure their thoughts before socializing (Sun, questionnaire, question 12: interactions proposed, Sep 21).

They [students] also discuss it in small groups, when they have to prepare an activity for the project, they have to discuss in groups, they have to get agreements, so there is a part of discussions there, but not defending their point of view but planning or giving suggestions on how to do something. So they have to interact a lot (Butterfly, pre-observation interview, Oct 22).

Before socializing the exercise 6, she asked students to team up in two groups to discuss the exercise. While they discussed in the small groups, she went from group to group helping them, asking them if they needed any help. She explained in detail what they had to do; this was when going from group to group. After the discussion they socialized their exercise and she gave feedback. (Sun, class observation, Oct 22)

After they were asked to work in couples and solve the second point. The exercise was about trying a definition for conventional and alternative medicine including questions such as: how is it? How does it help? Would you do it?. While working in pairs she went from couple to couple to see what they were doing and offered her help. After a while students shared their definitions. One couple gave the definition of alternative and the other couple the definition of conventional, they said if they agreed or didn't with the definition and then each couple presented the other definition. (Butterfly, class observation, Nov4)

Finally, a strong effect was found on the focal cases' assessment practices. The data analysis showed washback in both formal and informal assessment. Formative assessment was present in almost everything that happened in the classroom. Sun and Butterfly constantly appraised, judged and evaluated students' work or performance during class time. While giving feedback on formal assessment tasks, the focal cases and students discussed the difficulties identified to plan some strategies to solve them, the students were asked to work on the strategies they considered worked better for them, and Sun and Butterfly used feedback to plan their classes.

I think that in order for the students to improve in all the aspects, they need to keep track, they need to understand what they are doing wrong, sometimes they don't realize just by me correcting the errors but I need to give them maybe, to tell them what they need to work on and maybe to design strategies together and they need to understand that they need to keep track of that, in order to improve and the second reason is that if they [students] realize that, that they need to understand that, their progress and a good process depends on them (Sun, pre-observation interview, Oct 17).

A very judicious, very conscious feedback it is like to give them [students] strategies what to do then, is when I give them the feedback on the evaluative activities [performance assessment tasks]. For example, in the sharing activities, then I sit down with each of the groups, and I tell them what happened with this, what did you like, what you didn't like, and what would you do different. And they themselves were giving me the strategies they could use for the next activities (Butterfly, pre-observation interview, Oct 22).

Every time students worked in couples or small groups, the teacher went from one to one to help them with questions, vocabulary, comments on the content, grammar or pronunciation corrections. To socialize, she explained again what they had to do and selected the students who were going to talk. (Sun, class observation, Oct 22)

Then B. asked students to work on page 28, task 1. She asked one of the students to read aloud the task. Then she gave them some minutes to work on the task which was very similar to the one they were doing in the previous activity. (The previous activity helped them to solve this activity with more confidence) **after some minutes she asked them to stop, and gave them some advices on pronunciation. One of them was to read aloud and pay attention to their own pronunciation.** She asked who wanted to begin and one of the students began to read aloud, then B. asked for the most important idea of the paragraph, the students began to give ideas. **She asked what they would correct about the student's pronunciation; one student said one word and the student who had read aloud pronounced it correctly.** (Butterfly, class observation, Nov 4)

Regarding the feedback given on formal and informal assessment, besides the focal cases three of the participants expressed they paid a lot of attention to the whole learning process of the students to constantly give them feedback on their performance in class time or after a performance assessment procedures. Some excerpts exemplify this.

Mainly it [feedback] is given after their assessed tasks [performance assessment tasks] and taking into account the rubrics (Teacher 1, questionnaire, question 12: feedback given, Sep 21).

I give them [students] personalized feedback which aims to make the student reflect on their process. I also give them some tips on how to fulfill these linguistic problems (Teacher 2, questionnaire, question 12: feedback given, Sep 21).

The rubrics help the teacher to give a more accurate feedback on the evaluative activities (Teacher 4, questionnaire, question 12: feedback given, Sep 21).

It [feedback] offers more opportunities to talk and discuss students' performance (Teacher 5, questionnaire, question 12: feedback given, Sep 21).

Taking into account what I listen or observe, I tell them that they have to improve in participation, pronunciation, word order (Teacher 3, questionnaire, question 12: feedback given, Sep 21).

Data analysis evidenced that teachers' participation in the renewal and implementation phases of the assessment system impacted their assessment practices positively. It seems to have been the result of teachers' collaborative work in which they gave feedback to the proposal of the assessment system, to the rubrics designed for the performance assessment procedures, and to refining the rubrics together after the implementation phase, as Sun acknowledges.

I: O.K., so, do you think that validating what we designed with the teachers was important for you? Did it give you things for your process?

S:It was one of the most important things, I have enjoyed a lot the discussions with all the teachers because I think that only myself piloting the rubric and deciding what should be changed because my students this and that or because my classes that and that was not enough. When we had these discussions and some teachers said "no but I like it because of this and that", then that made me realize many things and I think it helped me a lot. The validation, the discussion with other teachers and listening to teachers' experiences and the reasons why they think some things should be changed or something should be kept. I think that is one of the things I like the most about or I have liked the most because we are still in the process of changing things of the evaluation system (Sun, pre-observation interview, Oct 17).

Despite all the evidence presented above about the positive and strong washback of performance assessments and the evidence of the collaborative faculty's work that facilitated this positive washback, there were also some difficulties identified with this kind of assessment. Nevertheless, these difficulties cannot be considered as negative washback

due to they are not the consequence of incoherencies between the goals of the course and the assessment system but to difficulties with the kind of assessment that is being promoted in the program. One of the difficulties was related to the amount of time teachers needed to give feedback. The data analysis showed that the focal cases felt that providing feedback was very demanding. On the one hand, it demanded a lot of time in and out of class, and on the other hand, it was difficult for them to give constant feedback without affecting the time needed for exercises prepared for class.

... but it [feedback] is also difficult when you have different students and you have little time for example for the different activities. Maybe with the written activity it was easier because I was at home, and I had more time to see or to keep track of the student's work. In the oral activities, or the compositions in class, it was harder for me to keep track of that (Sun, post-observation interview, Dec 9).

... the disadvantage [of the feedback] is that you don't always have the enough time to sit down with each one of them [students] and reflect on what happened. So the few things I could do, they were great but I couldn't do it a100% of the times, I know, I couldn't. So the disadvantage is that you don't have enough time. That is time consuming, and also it demands a lot of time from the teacher to write descriptions, or to write what happened with that student, with each of the students (Butterfly, post-observation interview, Dec 16).

Another difficulty found with performance assessment was the perception of lack of democracy in the procedures by Butterfly, who expressed in one of the interviews that performance assessment was not democratic since criteria to evaluate students were already pre-established. She also expressed that the fact that she did not have autonomy to negotiate the assessment events or that the criteria brought her negative feelings as being unfair with students or less creative in her teaching. Although Sun agreed with the idea that the criteria were already pre-established she disagreed with the fact of performance assessment procedures lacking democracy. Sun expressed in the questionnaire that students also made decisions as selecting the topic of the project and the format to present it.

For the first one [performance assessment tasks], there is not really much negotiation ..., because they are already established. And for the tests [quizzes and final exams] I design them taking into account the activities of the class, but not students' preferences or decisions. In the Project activities [performance assessment tasks], they [the students] are free to choose the format, so they feel comfortable and enjoy what they are doing (Sun, questionnaire, question 15, Sep 21).

Sometimes I feel like I am very restrictive when I have so many things, instead of being very creative, it makes that I become a little lazy, I need to accept that, because when I don't have anything and I have to create everything, I can be very creative. But then I said I have many things, it is done, I don't have to do it so then it's ready. It could be easier for some teachers but for me it's complicated because then I don't know how to mix, or how to make this cohesive. In addition, the way I thought, I could do things or when I wanted to talk about different things but then I have to accomplish some other topics or the way they need to be presented maybe, I would like to change it (Butterfly, pre-observation interview, Oct 22).

In the following paragraphs, I will present the traditional assessment washback effects on teaching which were found to be weak.

Washback of the traditional assessment procedures

The data analysis evidenced that traditional assessment also had positive effects on teaching. Opposite to the washback of performance assessment, the washback of this specific type of assessment was weak. Watanabe (2004) states that "a weak washback effect will affect only a part of the classroom events or only some teachers and students but not others" (p. 20). The data showed that although this type of assessment had effects on the teaching of both teachers, they were manifested on different aspects. On the one hand, there was washback on the material Butterfly used in class; she designed worksheets similar to the quizzes and final exam to prepare students to face those tests. On the other hand, washback on the teaching of Sun was evidenced on her summative assessment practices turning more formative; Sun used the information collected in the quizzes to constantly work on students' needs.

I did the workshops in this semester because there were very specific exams or tests, the language awareness, the listening, and the final exam. (Butterfly, post-observation interview, Dec 16)

I try to use the quizzes information in order to continue working on what students need to know, to work on. (Sun, pre-observation interview, Oct 17)

B. Began with an exercise of listening. She played the audio twice and then, she gave the students a sheet of paper with some statements they had to reorganize according to the audio. B. let the students read all the statements before playing it again. Then, she played the audio, having students listening to each statement at a time and stopping for a while between each one of them. Then she played the complete audio again, then, statement by statement in order to verify students' answers. B. asked students if the exercise was easy or difficult. Then she told them that it was very similar to what the listening quiz was going to be. She explained that she would repeat the audio several times during the quiz. (Butterfly, class observation, Nov 4)

The first student had sent the report before this evaluation so he had some feedback from her on what he was reporting. She encouraged him by acknowledging he had researched a lot that it seemed to be the reason why he looked well prepared. (Sun, class observation, Oct 27)

Despite the positive washback of the traditional assessment component on the material and formative assessment practices, one of the focal cases, expressed having difficulties with this kind of assessment. Sun had difficulties connecting teaching and traditional assessment. The data indicated that she always focused on performance assessment giving less emphasis to traditional assessment. Regardless of the positive washback of traditional assessment on her teaching and assessment practices, Sun still considers she needs to improve her traditional assessment practices to integrate it better to her classes. This effect can be illustrated with the following excerpt:

I think, I need more preparation in ... in evaluation, related to quizzes and exams. Sometimes for me it is difficult to think or to connect the whole material of the class, the whole design to that evaluative task. I know that is something I need to work on. So, I always think of the activities of the project, the evaluative tasks of the project when I design, or when I do my class, when I prepare my class, when I do different activities, but then, there is a quiz. (Sun, post-observation interview, Dec 9)

Gaining knowledge and developing reflection

The findings indicated that engaging teachers in different events during the phases of the renewal and implementation of the assessment system provided them with the possibility to gain knowledge in assessment while participating in collegial dialogue. In one of the interviews Sun manifested:

I learned so much about assessment. I don't know if it would have been the same if I had just received the rubric once they were done, I think that being in the process, being in the questionnaires, being in even in the designing of the material [task-based material of the course], ... Ehhh it was very helpful for me to understand what's the meaning of evaluation, what's the meaning of assessment, what's the objective of that with the students, so I think it has been meaningful and it has changed a lot my vision of what assessment should be. Before, I actually never thought about assessment. It was like, o.k it's great what you did, but it is much more than that (Sun, pre-observation interview, Oct 17).

I: And what would you say was the most important aspect of those activities? I mean, what kind of participation gave you the most?

S:I would say for example uhhhhhhh

I: I can remind you of some of the activities: for example giving feedback after implementing the rubrics or giving feedback after designing the course program or saying which of the activities could be good for students and which ones could not

S: I think that all of them, for example piloting the program, ehhh piloting the material and the rubrics, and giving feedback to the rubrics was really interesting, but more than that, the discussion with the teachers. Not only what I thought should be changed but when other teachers gave their ideas that I never thought about but I felt like identified. Ohh yes that happened to me and never thought about that. The discussion with the teachers, when we changed things together, that helped me a lot to understand also what assessment was about (Sun, pre-observation interview, Oct 17).

The data analysis also suggested that all the collaborative work done during the development of the assessment system took teachers to reflect on their role as teachers. That collaborative work helped to modify the attitude of the teachers regarding assessment as they became more reflective teachers. Sun illustrated this point when she affirmed:

From a very early time, we started to talk about how important feedback is for the students, how to keep ... give feedback to students in the different evaluative activities [performance assessment tasks]. So I started to be aware of that, even in the other programs [where the teacher works]. Although in the other programs we never had this kind of discussions, or topics, or documents, nothing at all but I started to worry about that like: oh! This is important, we need to work on that, we need to be aware of that, the students, I mean, correcting a student in a class is not feedback enough, or giving them a paper corrected with a grade, it's not enough anymore (Sun, post-observation interview, Dec 9).

According to the findings, it seems that collaborative work helps teachers to improve their teaching practices getting involved in collegial dialogue. In this study we could see the difference between the two focal cases, Sun who participated in the development of the assessment system and Butterfly who implemented the assessment system without participating in its development. Data analysis showed that Sun's teaching was influenced on making decisions to select material for the class that were different from the ones she made before the renewal and implementation of the assessment system.

One of the changes I have noticed or I have made ehhhh related to the evaluative activities of the project [performance assessment tasks] are ehhhh let's say that before I used to bring a song or a video to work on students' things or a game or something like that. Now I try to bring authentic material to work on for example writing eh to make a workshop on writing so students are better prepared to write, to make the writing activities for the project, the evaluative activities for the project. Ahhhhhhhh what else? Yes, for example, I give them examples of how to prepare eh the oral activities (Sun, pre-observation interview, Oct 17).

Nowadays, Sun has clearer goals to promote interactions, she focuses on students having interactions among themselves, besides, now she prepares less materials on her own and works in class with the texts students bring for their projects, as a consequence of this, her teaching has become more student-centered and formative.

Now I am more careful selecting the material. I use authentic material, but it has to be connected to the topic of the level, I also use less material chosen by me and try to give students the possibility to bring their own and use the material they bring for the project (Sun, pre-observation interview, Oct 17).

Butterfly's teaching was also influenced by the assessment system in planning her classes, in the material she used in class, and in her assessment becoming more formative although not in learning about assessment. Based on her professional profile, her knowledge of assessment comes mainly from the courses of assessment she took in the undergraduate and master's programs as well as from attending a conference in assessment and her teaching experience in other English programs where she has worked.

In the following section, I will discuss the findings recounted above and elaborate on the importance and implications of this study for English teachers, academic coordinators, school administrators, curriculum developers, and professional programs developers who are trying to find out ways to bring positive effects to teaching—for those who believe in participatory work and see the possibility to enhance the role of the teachers as reflective practitioners (Kumaravadivelu, 2003).

Discussion

This study intended to understand how the involvement of faculty in the renewal and implementation of the assessment system of an EFL program facilitated or not positive washback on their teaching. The analysis revealed that teachers' involvement in the processes that implied such curricular change actually contributed to generate a positive impact on their teaching. In this section, I discuss the findings in the light of the theory.

The section is structured as follows: I first recall the definition of the key concepts that guided the study and briefly describe the main stages followed in the renewal and implementation of the assessment system. Secondly, I describe the main washback effect on teaching identified in the study in terms of its specificity, intensity and value. Since washback was identified to be specific, I discuss its intensity and value separately for the performance and traditional assessment components of the system. Lastly, I explain how engaging the faculty in collegial dialogue facilitated positive washback on their teaching and their movement towards a more reflective role.

Lopez's, (2002) definition of washback outlines the main categories that guided the analysis in this research study. According to him:

Washback refers to all the things that teachers and students do because of the test in terms of the content of the curriculum, the sequence and rote of instruction, the methodology used to teach that content, the materials used in class and the types of activities that teachers and students do in the classroom. (p.52)

Likewise, Watanabe's (2004) typology of the dimensions of washback clarified the main aspect that guided my inquiry: positive washback on teaching. Drawing on such typology, washback is considered positive when its effect is the one expected; in other words, when it fosters expected teaching practices. In this study, positive effects of

assessment on teaching were expected; in fact, achieving positive washback was one of the main goals in the design and implementation of the assessment system. Accordingly, all the activities carried out throughout those processes were done with the intention of facilitating the understanding and appropriation of the assessment system to the teachers, in order to reach a coherent connection between teaching and assessment in the program. In that sense, the system followed the principle that states that positive washback is likely to occur when the assessment procedures are coherent with the objectives established for a course (Brown & Hudson, 1998).

The faculty in charge of the renewal of the curriculum of the program in which this study took place followed the participatory approach that Auerbach (1992) suggests. Accordingly, they were first involved in the construction of the guidelines of the program and then participated actively in the renewal and implementation of the assessment system. Involving the faculty in the whole process basically implied (1) taking into account the teachers' experiences with what they did in the former assessment system, (2) validating with them the assessment procedures designed before their implementation, and (3) generating spaces for their constant collegial dialogue in order to facilitate reflection and professional development so that they could continue to refine the assessment system by themselves.

As a result of faculty's participation in this curricular renewal, their teaching was positively impacted by the new assessment system, which corroborated Brown and Hudson's (1998) claims. In this regard, the data analysis revealed that both performance and traditional assessment had positive washback on Sun and Butterfly's teaching methodology as both connected instruction and assessment in coherence with the goals and objectives of the course. Such connection was also corroborated in the questionnaire by

four out of the five remaining participants, which indicated it to be the most important effect of the assessment system on the faculty's teaching.

Nonetheless, the analysis unveiled differences in terms of the dimensions of the effect depending on whether washback resulted from the performance component or the traditional component. Standing on Watanabe (2004), the washback effect of the program's assessment system on teaching in this study was thus found to be 'specific'. In fact, evidence pointed separately upon either the performance assessment or the traditional assessment components as the generators of particular types of washback. For instance, although both focal cases expressed that the assessment system had influenced their teaching, 'strong' positive washback was particularly evident regarding the performance assessment component. Contrary wise, although the traditional assessment component influenced teaching positively, its impact was found to be 'weaker'. It is therefore pertinent to discuss washback separately for the two components.

Washback of the performance assessment component

Wigglesworth (2008) states that in performance assessment "tasks are designed to measure learners' productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context"(p.111).According to the data analysis, different factors facilitated 'positive' washback of the performance assessment component on the teaching of the PIP faculty. To start off, the fact that the focus of the renewal of the system was performance assessment is probably the most significant of those factors. In this regard, some documents indicate that during the evaluation of the program in 2010, it was identified that the performance assessment component needed to have more clearly defined procedures and criteria. As a consequence, a strong effort was put on reviewing communicative tasks and designing scoring rubrics for the performance assessment procedures.

Consistently, the strong coherent connection found in this study between the course objectives and teachers' instruction and assessment—confirmed during the focal cases' class observations—can mostly be explained by the fact that the group in charge of the renewal of the PIP tied the assessment system to the curriculum contents and communicative objectives with the intention of having positive effects on teaching and learning. As the curriculum followed a communicative approach, performance assessment procedures were designed (1) to resemble the expected communicative performance and (2) to assess the achievement of students regarding their communicative competence. This is evidence of what Arias, Maturana and Restrepo (2012) call systemic validity: the coherence between the assessment procedures and the theoretical foundations that underpin the methodological proposal of an institution. We could conclude that systemic validity is to a large extent a desired condition for positive washback to occur. Accordingly, teachers were expected to work in class time on communicative tasks similar to the assessment tasks that comprise the performance assessment component of the system.

The nature of performance assessment itself can be considered another significant factor that allowed positive washback on teaching. Different from external standardized testing that usually measures students' achievement separately for the four language skills, performance assessment focuses on the students' communicative competence through their performance in authentic communicative tasks. In this sense dedicating class time to prepare students for performance assessment implies opening space for authentic communication; in other words, integrating skills. Teaching activities and tasks are then supposed to resemble assessment tasks, which would naturally connect teaching and assessment procedures. By the same token, informal formative assessment would be more likely to occur through ongoing feedback. Teaching for the test thus becomes positive,

since students are being prepared in their communicative competence—contrary to what some authors have found regarding the washback effect of standardized testing on teaching.

López (2002) is an example of the case: in a study conducted to explore the washback effect of a standardized test in Colombia, the author found that the teachers prepared cramming sessions, which focused on preparing students for discrete point items while they were expected to develop their communicative competence according to the government language policy. In addition, in López's (2002) as in several other studies, researchers have found negative washback effects from standardized tests on teaching as teachers concentrate on preparing students for a test that is not directly linked to the curriculum (Barletta & May, 2006; Tejada & Castillo, 2010). Such practice corroborates Brown and Hudson's (1998) warning that "if the assessment procedures in a curriculum do not correspond to a curriculum's goals and objectives, the tests are likely to create a negative washback effect on those objectives and on the curriculum as a whole" (pp. 667-668).

Besides positive, the analysis evidenced washback of performance assessment procedures to be 'strong' (Watanabe, 2004). Accordingly, many aspects of the teaching and the assessment practices of both focal cases appeared to have been influenced by the performance assessment tasks. Positive washback was particularly evident first on the planning of their classes, both focal cases prepared exercises for the class taking into account what students needed to have good performance in the assessment tasks. Second, on the materials they used in class, Sun and Butterfly prepared videos, readings and other materials additional to the material of the course in order to help students to develop the skills they needed to perform the assessment tasks. Third, on the assignments they established for the students, both teachers focused on assigning homework related to the

students' projects and on preparing the assessment tasks in class time. Fourth, on the interactions both teachers proposed in class time, both focal cases promoted more interactions among students to negotiate and discuss their class projects rather than promoting student-teacher interaction. Finally, on their assessment practices, which became more systematic and formative.

The assessment practices of both teachers was perhaps the aspect that had the strongest effect, as they constantly gave the students what Tunstall and Gipps (1996, in Gipps, 1999, p. 381) named 'descriptive feedback specifying attainment' and 'specifying improvement', both during formal and informal assessment events. There were two facts that could have facilitated this kind of feedback: First, during the discussions that took place in the renewal and implementation phases, feedback was of paramount importance for both, the group in charge of the renewal and for the faculty of the program. The former, proposed an assessment system with a strong emphasis on formative assessment and the latest, worked collaboratively trying to find out the best way to give feedback. Second, the rubric permitted to some extent formative feedback since the teacher had a space to write down comments for the student about aspects to improve. This corroborates the formative nature of rubrics as it has been pointed out by some authors (O'Malley & Valdez, 1996; Picón, 2007; Stevens & Levi, 2005). Besides, the assessment of the task included a short conversation in order to determine strategies to overcome identified student's weaknesses.

Finally, teachers' active participation in the renewal and implementation of the system also explained the strong positive effect of performance assessment on teaching. A strong focus on collegial dialogues, during both the construction and the implementation stages, was the performance assessment component. Furthermore, during the renewal of the assessment system the participant teachers proposed some of the performance assessment

tasks that would compose it; later, they gave feedback to the rubrics before and after their implementation. In addition, teachers had received some instruction on how to apply project work and some of them had participated in a workshop on task-based teaching; thus, they probably found it easy to make the connection between teaching and assessment. This finding corroborates the importance of teachers' professional development in order to increase the validity of classroom assessment practices. As Lam (2011) pointed out, "for a school curriculum endeavor to be successful, both the teachers and the school itself have to undergo some learning process before the two can master enough personal practical knowledge and organizational/contextual knowledge to solve the curriculum problems" (p.70). As some local researchers had previously suggested, the analysis corroborated the need of professional development programs in the national context to help language teachers form in the field of assessment, (Muñoz & Alvarez, 2008; López & Bernal, 2009), and particularly to focus on the understanding of the concept of language that underpins the program in which they teach (Picón, 2013).

The analysis of Sun's teaching coherently evidenced strong positive washback of performance assessment on her teaching due to her active participation in the whole process. The case of Butterfly is somehow different due to her non-participation in the renewal process. It can be inferred that her background in assessment partly facilitated the understanding of the system having positive and strong washback on her teaching. We cannot however forget the fact that there was already intended systemic validity in the assessment proposal of the program, which would additionally support Butterfly's connection of teaching and assessment. To conclude, a participatory approach to professional development focused on formative performance assessment practices, along

with the design of coherent instruments and procedures were found to be paramount to strengthen positive washback on teaching.

Despite its strong positive impact on teaching, performance assessment evidenced some difficulties for the teachers. They cannot be taken as negative washback effects since they do not represent any incoherence between the curriculum goals and the assessment system. According to Brown and Hudson (1998), “if the assessment procedures in a curriculum do not correspond to a curriculum’s goals and objectives, the tests are likely to create a negative washback effect on those objectives and on the curriculum as a whole” (pp. 667-668). One of the difficulties was related to the time the feedback demanded from teachers. The focal cases felt that giving constant and detailed feedback hindered teachers’ possibilities to cover certain content. In that sense, feedback affected the time they planned to practice the language in class. Nevertheless, teachers perceiving performance assessment as time consuming is not an issue particularly found in this study. In fact, scholars have pointed out that alternative assessment procedures are by nature time consuming and little practical though more authentic and formative (Brown, 2004, p. 253). Some strategies will be needed to improve the way of profiting from feedback without investing too much class time.

Another difficulty was related to lack of democracy in the performance assessment procedure. It was particularly interesting that Butterfly expressed in one of the interviews that she perceived performance assessment not to be democratic since the evaluation criteria were already pre-established on the instrument, what she considered restrictive. Contrariwise, Sun stated that although the assessment criteria were pre-established she found democracy in the fact that students could make certain decisions such as selecting the topic of the project and the format to present it.

One possible explanation for this difference in the perception of democracy in performance assessment could be traced in the fact that Sun, as well as the other faculty that participated in the curricular renewal, had the opportunity to give feedback to the rubrics before they were applied and continued refining them after their application; as a result, they must have felt that the instruments reflected a valid construct and they did not need to negotiate the evaluation criteria with the students. On the other hand, since they had received almost nothing of instruction on assessment before the renewal of the assessment system, it could have been more meaningful and practical for the teachers who participated in the renewal to have the tools designed in advance as designing rubrics is not an easy task.

In the case of Butterfly who had received instruction on assessment and was prepared to design assessment instruments and negotiate criteria, content and formats, having pre-established criteria could have been troublesome for her, and she might have perceived that it hindered her autonomy. It would be necessary to analyze how could more autonomous teachers be involved in the negotiation of assessment criteria in this program and, in any case, to what extent and how often such criteria need to be revised.

Washback of the traditional assessment component

Traditional assessment refers to procedures that are usually paper and pencil administered, involves discrete-point and selected-response type of items, provides numerical scores as feedback, and usually ranks the individuals (Brown, 2004; Fox, 2008). The traditional component of the assessment system that is the object of this study included two quizzes—one of them focused on evaluating grammatical aspects and the other one on listening comprehension—and a final written exam to evaluate listening and reading comprehension and written productions skills. As it has been previously stated,

traditional assessment showed some positive effects on the teaching of the two focal cases; both Sun and Butterfly connected some events of their teaching to the traditional assessment procedures in coherence with the goals and objectives of the course.

Despite this connection indicates washback of traditional assessment on teaching to have been positive, the findings suggested the effect to have been weak. This can be claimed based on Watanabe's (2004) definition, given that the impact of traditional assessment was identified only in some aspects of their teaching and those aspects were different for each teacher.

For instance, in the case of Sun positive washback was found on the content of her lesson planning as she took into account the feedback she received from the quizzes to work on students' needs. In the case of Butterfly, there was positive washback of traditional assessment on her design of class activities and material since she prepared worksheets similar to the quizzes and the final exam to help the students to get used to those tests. While Sun seems to have moved to formative assessment practices as she modified her instruction based on the feedback that she received from the traditional component (William, 2011), Butterfly seems to have been concerned about being fair with her students, which would explain her interest in designing material and activities to prepare them (Suskie, 2002).

The document analysis suggests that positive washback effect of traditional assessment might have been weak due to the fact that it was not the focus of the renewal of the assessment system. Consequently, collegial dialog and professional development in general terms was mostly directed to the performance assessment component. It would also be necessary to analyze to what extent the traditional assessment component is actually articulated to the other procedures and consequently whether teachers perceive it as

important and meaningful. In this regard, Sun expressed difficulties regarding lack of clarity about how to integrate the traditional assessment procedures to her teaching practices, which might be taken as evidence of faculty's perception of traditional assessment to be disconnected from performance assessment. By the same token, it is necessary to plan teacher professional development on the design of traditional assessment procedures in order to have stronger positive washback of those procedures on teaching.

Teachers' changing role and positive washback

It has already been discussed that although both Sun and Butterfly's teaching practices showed positive effects of washback, such effects seem to have occurred because of different factors. According to the findings, Sun's connection of her assessment and teaching practices, as well as her movement to more formative assessment, was clearly facilitated because of her active participation in the renewal and implementation of the assessment system. In fact, Sun affirmed in one of the interviews that she had learned about assessment and how to carry it out in a better way thanks to her participation in the teachers' discussions that took place during the whole process of curricular renewal. Besides her gaining of knowledge and skills in terms of assessment, Sun's reflections and attitudes, recorded in this study throughout the data collection stage, reflected her movement towards a more autonomous teaching role that some authors have characterized as the role of a reflective practitioner (Kumaravadivelu, 2003).

This finding is especially significant because of two reasons:(1) Sun's lack of formation on assessment in her undergraduate program was shared by most of the faculty and (2) her participation in the renewal and implementation processes of the assessment system was very active. We could thus infer that participating in collegial dialog with their peers, as well as in the other activities carried out in this curricular renewal, could have also

contributed to improve the assessment practices of most of the teachers and promote positive perceptions towards assessment. This is supported by López and Bernal (2009) who found in their study that “there seems to be a correlation between language assessment training and perceptions about language assessment (...).If teachers have a positive view of assessment, they will be able to select or design appropriate assessment procedures for their context and students that will allow the assessment to provide useful information” (p. 65).

If we acknowledge that having positive perceptions about assessment implies seeing assessment as a formative teaching strategy, we could then expect assessment training to provide space for formative assessment practices and therefore for positive washback on teaching—given that formative assessment implies changing instruction based on assessment feedback to match students’ needs. In this study that would be even more significant since the participatory approach followed in the curricular renewal provided space not only for “training” but for professional development within a more socio-critical autonomous approach.

This study thus raised evidence that engaging teachers in the construction, implementation and refinement of an assessment system gives a very different meaning to the role of the teacher from what Kumaravadivelu (2003) has described as “passive technicians”. Instead of just applying what theorists have constructed, throughout the participation of the faculty in these processes, they get empowered to make more autonomous decisions to better fit their teaching to their classroom realities. They would thus move towards the role of “reflective practitioners” who test the theory in practice. In other words, to move in what Zeichner and Liston (1996, as cited in Kumaravadivelu, 2003) considered necessary to have the profile of a “reflective practitioner”: the one who ...

- examines, frames and attempts to solve the dilemma of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts; and
- takes responsibility for his or her own professional development (p.11)

Conclusions

This qualitative case study explored how does the involvement of the faculty in the renewal and implementation of the assessment system of an EFL program facilitate or not positive washback on their teaching. The results suggest that the participatory approach followed in the renewal of the assessment system facilitated specific strong positive washback of the performance assessment procedures on the faculty's teaching practices. Having allowed teachers to have space for collegial dialogues during the renewal and implementation of the assessment system, permitted the teachers to become more reflective and develop knowledge in assessment, which in turns helped them to improve their assessment skills becoming more formative. Such effect was mainly observed on teachers' coherent connection of their teaching and assessment practices. I have likewise highlighted evidence of systemic validity as a result of the curricular renewal that must have consequently fostered positive washback. It is also important to remind the reader about the fact that in this study washback on teaching was explored within the context of the classroom in opposition to traditional studies that have focused on the impact of large standardized external testing on teaching. Findings therefore significantly contribute not only to the discussion around the topic of washback but also to the discussion on classroom assessment in general terms. It clearly corroborates the principle that states that assessments should be connected to the curriculum objectives for positive washback to occur.

Regarding teaching strategies, the analysis showed positive changes in both the dynamics of the class and the assessment practice of Sun—who participated actively in the renewal. Such changes were specifically identified to be the impact on the performance procedures established in the renewal. By the same token, Sun acknowledged to have become a more reflective teacher and gained understanding about the aspects of assessment

addressed during the renewal process thanks to the opportunity she had to engage in collegial dialog. On the other side, Butterfly, the contrasting focal case, expressed to have perceived teaching and assessment tightly connected in the program. However, she found the assessment system to offer little possibilities for her creativity, which was identified as evidence of difficulties with the performance assessment procedures. Likewise, both Sun and Butterfly perceived performance assessment procedures to be time consuming.

Traditional assessment was found to have positive washback on teaching. In the case of Sun, she used feedback from the quizzes and final exam to plan her teaching taking into account students' needs. Butterfly acknowledged having planned material for students to get prepared for those tests. However, washback of traditional assessment was found to be weak, which might have been the result of this component of the system not to have had enough attention during the curriculum renewal process. It is thus necessary to consider actions to promote stronger positive washback of traditional assessment procedures at the PIP.

Finally, this study suggested that positive washback on teaching could be facilitated promoting the participation of teachers in curricular changes while providing spaces for dialogical learning among them. It likewise corroborated that working collaboratively with teachers in renewing a curriculum, and particularly in what concerns assessment procedures, is a valuable professional development strategy. In the Colombian context, where the inclusion of assessment courses in teaching language programs is relatively new (López & Bernal, 2009), participatory approaches to curricular innovation like the one followed in this experience would offer a valid solution to the issue that many language programs face to find expert teachers with solid knowledge in the field.

Yet, the involvement of teachers in curricular changes can contribute to generate positive washback on teaching one cannot forget the complex nature of washback. After having made a literature review on this issue, Cheng (2008) concluded:

Washback is a highly complex phenomenon, and these studies show that simply changing the contents or methods of an examination will not necessarily bring about direct and desirable changes in teaching and learning. Rather, various factors within a particular educational context are involved in engineering desirable washback. However, questions remain about what factors are involved and under which conditions beneficial washback is most likely to be generated (p. 355).

The complexity of this phenomenon was evident in this study. Although the participation of Sun in the renewal of the assessment system of the program clearly contributed to generate positive impact on her teaching, it cannot be claimed to be the only factor that influenced washback. The data analysis also suggested that factors such as her teaching style, her beliefs and the fact that she is currently pursuing graduate studies might have as well contributed to generate desirable washback. Regarding Butterfly, the analysis evidenced that the systemic validity of the system supported her connection of teaching and assessment practices, which was corroborated by the other participants. However, more conclusive results about other aspects related to personal characteristics of teachers that promote positive washback on teaching stay off the limits of this study.

Limitations

A washback study needs time to collect all the data necessary to analyze if the effects are actually coming from teachers' evaluation or from other different factors. As the data of this study were collected in two months, time was thus the most important constraint. The results could have been more accurate and conclusive if I would have had

the possibility to carry out (1) more class observations in order to explore data coming from the interviews as well as (2) more interviews to go deeper in the analysis of the observations. It would have been very useful for example to ask the faculty about the traditional assessment component in a more detailed way in order to better understand the washback effect generated by this component in general terms.

Implications

Besides presenting the benefit of engaging teachers in the renewal of an assessment system and implementing different events for their professional development to bring positive washback in teaching, this study also suggests some implications for academic coordinators who are willing to renew assessment systems in a participatory way. Some of the implications are related to the administrative interest and support that can be given to this kind of projects. Offering teachers the possibility of professional development while designing or implementing the renewed assessment system requires economic and professional resources that should be supported by the administrative staff. Another implication is related to the coordinator and teachers' desire to learn; this is a key point in generating collegial work. Since learning requires effort to read and discuss, and therefore investing personal free time, voluntary participation in such dialogs would be more effective than impositions from the administration. Finally, both coordinator and teachers need to truly believe in formative assessment considering that it requires a lot of preparation, time and concern with the students' learning process and our own professional development.

Ideas for Further Research

Planning a longer study in order to answer the questions that this one raised seems to be the next step in the program; that would permit a deeper exploration of washback both from performance and traditional assessment based on the findings of this study.

The analysis suggested that Sun gained autonomy in terms of developing skills, knowledge and attitudes that helped her become an agent of change in this program. It will be relevant to study in depth how and in which dimension faculty's autonomy develops as a result of their active participation in curricular innovation.

Likewise, studying the connection between teacher autonomy and positive washback in a systematic way would raise more conclusive findings regarding teacher autonomy development as a positive washback generating factor.

The strategy implemented to engage the faculty in the construction of the assessment system was thought considering that the faculty at that time lacked formal instruction in assessment. As new teachers with knowledge in assessment have become part of the faculty, it would be valuable to know what factors regarding their background knowledge facilitate positive washback on teaching.

REFERENCES

- Arias, C., & Maturana, L. (2005). Evaluación en lenguas extranjeras: Discursos y prácticas. *Íkala, revista de lenguaje y cultura*, 10, 63–91.
- Arias, Maturana & Restrepo (2012). Evaluación de los aprendizajes en lenguas extranjeras: hacia prácticas justas y democráticas. *Lenguaje*, 40, (1), 99-126.
- Auerbach, E. R. (1992). What is a Participatory approach to Curriculum Development? In *Making Meaning, Making Change. Participatory Curriculum Development in for Adult ESL Literacy*. Center for Applied Linguistics.
- Bachman, L. & Palmer, A. S. (1996). *Language testing in practice: Test usefulness: qualities of language tests*. Oxford: Oxford University Press.
- Barletta, N. & May, O. (2006). Washback of the ICFES exam: A case study of two schools In the Departamento del Atlántico. *Íkala, revista de lenguaje y cultura*, 11(17), 235-261.
- Brown, D.H. (2004). *Language assessment: Principles and classroom practices*. New York, NY: Longman.
- Brown, J. D. & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32(4), 653-675.
- Burns, A. (1999). *Collaborative action research for English language teachers*. London: Cambridge University Press.
- Canale, M. and Swain, M.(1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
- Cheng, L.(2008). Ch 23: Washback, impact and consequences. In Shohamy& Hornberger (Eds.) *Encyclopedia of Language and Education*, (2nded.,7: Language testing and assessment, pp.349-363).New York, NY: Springer.
- Cheng, L. & Curtis, A. (2004). Washback or backwash: A review of the impact of testing on teaching and learning. In L. Cheng & Y. Watanabe (Eds), *Washback in language testing* (pp. 3-19). Mahwah, NJ: Lawrence Erlbaum Associates.
- Creswell, John W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, London, New Delhi: Sage Publications.
- Davidson, C. & Leung, C. (2009). Current issues in English language teacher-based assessment. *TESOL Quarterly*, 43(3), 393-415.

- Fox, J. (2008). Alternative assessment. In E. Shohamy & N. H. Hornberger (Eds.) *Encyclopedia of Language and Education*, (2nd ed., 7: Language testing and assessment, pp. 97-109). New York, NY: Springer.
- Gipps, C. (1999): Ch.10: Socio-Cultural aspects of assessment. In *Review of Research in Education*, 24, 355-392. American Educational Research Association.
<http://www.jstor.org/stable/1167274>. Accessed: 18/03/2012 10:07
- Kumaravadivelu, B. (2003). *Beyond Methods: Macrostrategies for Language Teaching*. New Haven and London: Yale University Press.
- Lam, T. (2011). Deliberation and school-based curriculum development. *New horizons in education*, 59(2), 69-82
- López, A., & Bernal, R. (2009). Language testing in Colombia: A call for more teacher education and teacher training in language assessment. *PROFILE: Issues in Teachers' Professional Development*, 11(2), 55-70.
- López, A. (2002). Washback: The impact of language tests on teaching and learning. *Colombian Applied Linguistics*, 4(4), 50-63.
- Messick S (1996). Validity and washback in language testing. *Language Testing*, 13(3), 241-256f
- MINEDUCACION. (2015). Saber 1, Saber pro. Retrieve from
<http://www.icfes.gov.co/examenes>
- Muñoz, A. P. & Alvarez, M.E. (2008). Preliminary evaluation of the impact of a writing assessment system on teaching and learning. *PROFILE*, 9, (1), 89-110. Retrieve from <http://www.revistas.unal.edu.co/index.php/profile/issue/view/1238/showToc>
- Muñoz, A. y Álvarez, M.E. (2007). Students' objectivity and perception of self-assessment in an EFL classroom. *The Journal of Asia TEFL*, 4(2), 1-25.
- O'Malley, J. M., & Valdez, P. L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. NY: Longman
- Picón, E. (2013). La rúbrica y la justicia en la evaluación. In *Ikala, Revista de Lenguaje y Cultura*, 18 (3), 79-94.
- Picón, E. (2007). *Teacher-Student Partnership Assessment in Foreign language Writing* (Unpublished Master's thesis). Greensboro College, North Carolina.
- Richards, K. (2003). The Nature of Qualitative Inquiry. In *Qualitative inquiry in TESOL* (pp.1-47). Houndmills Basintoke, NH: Palgrave Macmillan.

- Savignon, S.J. (2001). Communicative language teaching for the twenty-first century. En M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.), (pp. 13-28). Boston: Heinle & Heinle.
- Stevens, D., & Levi, A. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling, Virginia: Stylus.
- Suskie, L. (2002). Fair assessment practices: Giving students equitable opportunities to demonstrate learning [Electronic version]. *Adventures in Assessment*, 14, 5-10. EDRS
- Tejada, H. & Castillo, N. (2010). El Backwash effect o los “efectos colaterales” del examen ECAES, prueba de inglés 2009. Un análisis crítico. *Lenguaje*, 38, (2), 449-480. Retrieve from <http://revistalenguaje.univalle.edu.co/index.php/Lenguaje/article/view/382/390>
- Watanabe, Y. (2004). Methodology in washback studies. In L. Cheng & Y. Watanabe (Eds), *Washback in language testing* (pp.19-36). Mahwah, NJ: Lawrence Erlbaum Associates.
- William, D. (2011). What is assessment for learning? *Studies in Educational Evaluation*, 37, 3-14.
- Wigglesworth, W.(2008). Ch8: Task and performance based assessment. In Shohamy& Hornberger (Eds.) *Encyclopedia of Language and Education*, (2nded.,7: Language testing and assessment, pp.111-122).New York, NY: Springer.
- Yin, R. (2003). Introduction. In *Case Study Research: Design and Methods* (pp. 1-55) Thousand Oaks, CA: Sage Publications.

APPENDIX A: CONSENT FORM

Formato de Información para los Participantes y Código de Ética

Actividad: Recolección de datos para proyecto de investigación en la maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Escuela de Idiomas de la Universidad de Antioquia.

Docente a cargo del proyecto: Mabel Cristina Quinchía M. (Estudiante de Maestría, coordinadora académica del programa de Inglés para Profesionales).

Información de contacto: Puede contactar a la coordinadora del programa quien contestará sus preguntas, o le informará cuándo le puede responder su inquietud ya que puede ser necesaria asesoría externa, o en su defecto se puede comunicar con el asesor de maestría.

Mabel Cristina Quinchía
Coordinadora Académica
Programa Inglés para Profesionales
mabel.quinchia@udea.edu.co
Teléfonos: 219 98 87- 2199885

Asesor:
Edgar Picón
edgar.picon@ udea.edu.co
Teléfonos: 2195799-2199911

Estimado colega:

Lo invito a participar voluntariamente en la recolección de datos para mi proyecto de investigación en la maestría de Enseñanza y Aprendizaje de Lenguas Extranjeras. Esta invitación obedece a que usted forma parte del grupo de profesores del programa de Inglés Profesionales y ha estado en el programa durante la evaluación y la renovación curricular que se llevaron a cabo. Tómese el tiempo que considere necesario para leer este documento. Para mí es muy importante que usted esté enterado de lo que implica su participación, en caso de que decida aceptar. Por favor no dude en comunicarse conmigo o mi asesor en caso de que tenga alguna duda.

¿Cuál es el propósito de la actividad?

El propósito de recoger datos en este proyecto es explorar, de qué manera el que los profesores hayan participado con realimentación a la propuesta para implementar el nuevo sistema evaluativo en el programa, ha impactado la enseñanza. Concretamente espero adquirir información que me permita proponer cambios que ayuden a mejorar el sistema evaluativo propuesto por el programa de Inglés Profesionales e iluminar futuras renovaciones a sistemas evaluativos en programas de lenguas extranjeras para que se haga de manera participativa con los profesores. La recolección de información se hará a través de técnicas de investigación específicas como entrevistas, análisis de documentos existentes, observaciones de clases, un cuestionario, videos y/o fotografías y grupo focal.

¿Durante cuánto tiempo se recogerán los datos?

La información se recogerá entre los meses de agosto a noviembre. El cuestionario y grupo focal será con todos los profesores que acepten participar en la recolección de datos y las entrevistas y observaciones de clase se hará con dos profesores seleccionados entre los participantes.

¿Cuáles recursos tecnológicos se utilizarán?

Podrían utilizarse grabadoras de sonido y video, computadores, y Skype.

¿Qué beneficio obtiene el participante?

No recibirá ningún beneficio monetario ni tampoco académico, aunque espero que las conclusiones de este estudio tengan un impacto positivo en nuestro programa y nuestro que hacer como docentes.

¿La participación en el proyecto implica asumir algún costo?

No hay costos directos. La persona encargadas de la recolección de datos se desplazará hasta su lugar de trabajo o usted será contactado telefónicamente, a través de Skype o vía internet.

¿Qué riesgos puede correr el participante?

No se conocen riesgos físicos o financieros. Sin embargo, existe la posibilidad de que haya tensiones psicológicas o emocionales derivadas del estrés que implica ser entrevistado u observado durante las actividades de recolección de datos. Usted puede retirarse del estudio en cualquier caso o momento en que lo desee. Así mismo, la investigadora puede detener el proceso si consideran que usted está en algún tipo de riesgo.

¿Que podría suceder si usted decide no continuar participando en la recolección de datos o se le pide que no continúe?

Usted tiene todo el derecho a decidir no participar en la recolección de datos o retirarse en cualquier momento del proceso sin recibir ninguna penalización.

¿Cómo se va a proteger la confidencialidad de los participantes?

Los datos recolectados son confidenciales y sólo serán vistos por la investigadora y el asesor del proyecto. La información se mantendrá en lugares a los cuales solo la investigadora y el asesor del proyecto tienen acceso. Los nombres de los participantes no serán usados en ningún momento. Para reportes o presentaciones de esta información se utilizarán nombres ficticios. Sólo se hará mención de características y hallazgos generales. Sin embargo, si un participante en particular desea que su contribución sea destacada y por lo tanto utilice su nombre cuando haga citas textuales o de agradecimientos, le solicitaré muy comedidamente escribir las iniciales del primer nombre y del primer apellido al final de este formato.

La firma indica que el participante ha leído este formato, ha tenido oportunidad de hacer preguntas acerca de su participación en las actividades y acepta participar voluntariamente.

Nombre del participante (en letra imprenta): _____

Firma: _____

Fecha: _____

_____ Autorizo a ser citado directamente en publicaciones haciendo uso de mi nombre.

APPENDIX B: DATA COLLECTION

Questionnaire

Universidad de Antioquia- Escuela de Idiomas Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras Proyecto de investigación “Exploring the washback effect of a renewed assessment system on teaching”

Dear teacher,

This questionnaire aims at exploring the participant teachers’ profile in order to select the two focal cases for the research project that I am actually pursuing.

Please check the option(s) you consider that fit your answer (you can check more than one option per question). If no options are given but instead there is an open-ended question, please write your answer in the space provided.

Answering this questionnaire will take you around 30 minutes.

1- Name:

2- From which of the following undergraduate programs did you graduate?

More than one option can be checked

- A Language Teaching Program
- Professional in Languages
- Translation
- Other:

3- Do you have any postgraduate study?

More than one option can be checked

- A specialization degree
- A master degree
- A PH degree
- Otro:

4- What year did you start working at PIP?

5- Which of the following events offered by the PIP Program of The School of Languages have you attended?

More than one option can be checked

- 2012 presentation in “Libro Abierto” to introduce the English for Professionals Program renewed curriculum to the community of the school.
- 2012 New curriculum introduction talk to the PIP faculty.
- Any of the meetings offered every semester to the new students of the program that have been taking place after the renewal of the curriculum to introduce the methodology used.
- None

6- Which of the following workshops on classroom assessment have you attended?

More than one option can be checked

- 2007-2 Workshop on evaluation “Evaluación de los aprendizajes en lenguas extranjeras” by PEALE.
- 2009-2 Workshop on “Evaluación con rúbricas grabación y edición de videos juegos y recursos para la clase de inglés cómo trabajar el video en la clase de inglés”
- 2010-1 Workshop on: “Curricular changes in the Extension Center programs to define evaluative tasks and design rubrics”
- None

7- What other events offered by the UdeA for your professional development on evaluation, assessment and testing have you attended?

Mention them.

8- What kind of professional development have you had in evaluation, assessment or testing different from the ones offered by the UdeA?

Mention them.

9- Which of the following events or activities carried out during the design of the proposal to renew the curriculum, did you participate in?

More than one option can be checked

- In the questionnaire applied to teachers to select the topics for each level.
- In the questionnaire applied to teachers to validate the guidelines of the program.
- To give feedback to the document sent with the guidelines and the description of the proposed methodology and new assessment system.
- In the validation of the curriculum proposed presented to the teachers of the program and the funders of it.
- None

10- Which of the following events or activities carried out during the implementation of the renewed curriculum, did you participate in?

More than one option can be checked

- Piloting the renewed curriculum and giving feedback during the semester.
- Sending feedback of the course program implemented in level 1 to pilot the renewed curriculum at the end of the semester.
- Accompanying other teachers who were implementing the new curriculum after it was piloted in the first level.
- Being a member of the group in charge of the renewal of the curriculum.
- Giving feedback to the rubrics before implementing them.
- Giving feedback on the rubrics implemented.
- Giving feedback on the assessment system implemented.
- None

11- After the renewal of the PIP assessment system, in which of the following

aspects of your teaching methodology have you identified changes?

More than one option can be checked

- The material you select for your classes.
- The activities you propose in class
- The way you plan students' interaction
- The assignments you propose
- The feedback you give
- The way you plan your classes.
- None
- Other:

12-Describe the changes you have identified in

Materials / Activities / Interactions / Assignments / Feedback /

The planning of your classes

13- Do you consider that you foster formative assessment?

Explain how

14- When and how do you apply summative assessment?

Explain

15- Do you consider that your assessment practices are...

Transparent ? Explain

Interactive? Explain

Authentic? Explain

Sun Interview protocol 1

Pre-observation class interview protocol

Title of the study: Exploring The Washback of a Renewed Assessment System on Teaching

Research question: to what extent the involvement of the teachers in the renewal of the assessment system of an EFL program facilitates positive washback on teaching

The purpose of this interview is to see what events of the class and to what extent they have been impacted by the evaluative tasks proposed and the assessment system.

Before starting with the interview, do you have any question, comment or doubt about the questionnaire you filled in?

As a researcher, I will appreciate if you don't take anything as personal. There won't be good or bad answers, They will be just a part of the reality I try to understand with this study to identify some causes of positive washback.

Your participation in this study includes four class observations, two interviews and to share some of the evaluative tests you have designed for your classes.

You said in the questionnaire that some of the class events have been changed after the renewal of the evaluative system, those are:

- Materials

As you know, the evaluative system of the program consists in 6 evaluative tasks for the project (sharing activity, written production for the magazine, self-assessment of this activity, oral report about the project, written report about the project, oral presentation of the project) two quizzes: one of listening and one for language awareness, and a final exam.

Is there any evaluative task or specific part of any of them that impacts the selection of material for your classes?

Is there anything else you consider impacts the selection of the material different from the assessment tasks or data collected in the assessment task?

In what moment or moments do you take into account the assessment events? during the selection of the material, during the implementation of it, before the evaluative task, during all classes etc.

Why do you take into account assessment in those moments or that way?

- Activities
- Interactions
- Assignments
- Feedback
- The planning of your classes

Do you consider that you foster formative assessment?

Why is it important for you to foster formative assessment? What is the purpose of doing it?

When and how do you apply summative assessment?

Do you consider that your assessment practices are:

- Transparent? Explain
How much do you explain how will be the evaluative task, what students have to take into account to be prepared, what is going to be taken into account to grade the evaluative task?
Why do you consider important to be transparent with the assessment practices?
- Interactive? Explain

Do you take into account what the students know to select the topics you include in the quizzes or final exam?

Sun Interview protocol 2

Post-observation class interview protocol

Date: December 9

Title of the study: Exploring The Washback of a Renewed Assessment System on Teaching

Research question: to what extent the involvement of the teachers in the renewal and implementation of the assessment system of an EFL program facilitates positive washback on teaching

The purpose of this interview is to gather information that will be used to triangulate the observation data.

- Materials selected for the class:
 - In one of the classes you worked on tasks 6, 7 and in the computer room in a chat and a blog. Were those tasks part of the material of the program or did you select that material for this course?
 - in the first interview you said that you select Material that help students to be prepared for the evaluative tasks (like models to be prepared)
 - do you think those activities prepare students for the evaluative events? In case the answer is positive, for which ones?
 - Which of the things that you used to take into account to select the material for your classes before the renewal of the assessment system do you think you would include again?
- Interactions in class activities:
 - You proposed different ways to interact in the classes such as: working individually, in pairs, in teams, discussing in teams and then socializing, sometimes students selected who to work with, some others it was at random, what was the purpose of proposing those interactions?
 - Are those interactions connected to evaluation events? If so, how?
 - Did you use to propose different kind of interactions in your classes before the renewal of the assessment system?
- Assignments:
 - In the previous interview you mentioned that you used to assign your students short homework such as: questions to reflect on to discuss next class, some research or short compositions. Which of those assignments would you propose to your students again, why?
- Feedback:
 - How different is the feedback you give to your students during classes and after the evaluative events nowadays to the one you gave to your students four years ago?
 - What advantages or disadvantages do you see in giving feedback the way you do it?
 - Do you remember if you took into account any feedback given before the classes I observed to keep track of it?
- The planning of your classes:
 - In what way can students profit from the planning of your classes to be better prepared for the evaluative tasks?

- From what you used to take into account to plan your classes four years ago, what would you take into account nowadays? why?

• Evaluative tasks:

• - I have noticed that in both, your classes and during the evaluative events, you contribute a lot to create a friendly atmosphere, why do you think it happens? Is it on purpose or is it because of your personality?

- Has it always been the same way?

- Why do you think that you don't take into account so much the quizzes to prepare your students for them?

Other questions from different things I observed in her classes or because are different things from what the other teacher does.

I have noticed that you offer a lot of support to your students all time: while working individually, in pairs, in small groups; while they try to express something you always asked them many questions to help them express what they want. What is the purpose of that? Has it always been that way? in case it has changed, why do you think it has happened?

- Has the use of the mother tongue by your students changed in your classes? Why?

Butterfly Interview protocol 1

School of Languages-Universidad de Antioquia
Master in Foreign Language Teaching and Learning

Pre-observation class interview protocol

Title of the study: Exploring The Washback of a Renewed Assessment System on Teaching

Research question: to what extent the involvement of the teachers in the renewal of the assessment system of an EFL program facilitates positive washback on teaching

The purpose of this interview is to see what events of the class and to what extent they have been impacted by the evaluative tasks proposed by the assessment system.

Before starting with the interview, do you have any question, comment or doubt about the questionnaire you filled in?

As a researcher I will appreciate if you don't take anything as personal. There won't be good or bad answers, They will be just a part of the reality I try to understand with this study to identify some causes of positive washback.

Your participation in this study includes four class observations, two interviews and to share some of the evaluative tests you have designed for your classes.

- 1- Do you take to your classes materials different from the ones proposed by the program?
In case it is positive, what do you take into account to select those materials?
- 2- What do you take into account to design the activities you propose to your students?
- 3- Do you promote interaction in your classes? What kind? What is the goal of promoting them?
- 4- Do you ask your students for assignments? What kind of assignments? What is the goal of those assignments?
- 5- Do you think feedback is important? In the questionnaire you said that you give feedback to your students after evaluative tasks to try to establish strategies that help them overcome possible problems they had in the evaluative task, is there any other moment different from "after evaluative tasks" you consider important to give feedback to your students? Do your students give you feedback on your teaching performance? In case it is positive, How do you use it?
- 6- What do you take into account for the planning of your classes?
- 7- Is it important for you to be transparent with the assessment practices? You said in the questionnaire that you let your students know in advance what is expected from them in the evaluative tasks, in what way do you do it?
- 8- What do you take into account to design the quizzes for your students? (students back ground on the topic, needs, interests?)
- 9- Has the assessment system made you question your teaching? In what sense?
- 10- Does the assessment system motivate you to implement new ideas or plan your classes differently?

- 11- How do you see the assessment system proposed by the program? Does it help you to see the complete picture of the students' process to promote them to the next level?
- 12- What would you do different? Why?
- 13- Would your teaching be different if there was no summative evaluation? What way? Why?

Butterfly Interview protocol 2

School of Languages-Universidad de Antioquia
Master in Foreign Language Teaching and Learning

Post-observation class interview protocol

Date: December 16

Title of the study: Exploring The Washback of a Renewed Assessment System on Teaching

Research question: to what extent the involvement of the teachers in the renewal and implementation of the assessment system of an EFL program facilitates positive washback on teaching

The purpose of this interview is to gather information that will be used to triangulate the observation data.

- Materials elected for the class:

During my observations I noticed that you brought different materials to your classes such as: games, grammar exercises, material given by the program, activities related to the project, listening exercises. Etc.

- What did you have in mind when you decided to take those games to your classes?
- What about the grammar exercises?
- Do you think those activities (games, grammar workshops) prepare students for the evaluative events? In case the answer is positive, for which ones?
- You changed the format of some of the tasks proposed by the material of the program, Are those changes connected to the evaluative events?
- Why did you prepare workshops very similar to the quizzes?

- Interactions in class activities:

I observed that you proposed different ways to interact in the classes such as: working individually, in pairs, in teams, and discussing with the whole class.

- What was the purpose of asking them to work individually?
- What was the purpose of asking them to work in pairs or teams?
- Most of the times they participated voluntarily, very few times you asked a student to answer something or for his/her participation, why?
- I noticed that most of the interactions were among students and with you they interacted while given the instruction of the task or when discussing with the whole class. Why?
- Were those interactions connected to the evaluative events? If so how?

The interactions you proposed in this course are the same you propose in other courses or are they different? Why?

- Assignments:

I saw that the assignments were all related to their project? Why, what was the purpose of it?

- Are these assignments you proposed your students in this program similar to the assignments you propose your students in other programs you work for? Why?

- Feedback:

How different is the feedback you give to your students in this program to the one you give your students in other program? Why?

- What advantages or disadvantages do you see in giving feedback the way you do it in this program?
- Do you think the feedback you give is connected to any of the evaluative events or to all in general?

- The planning of your classes:

- In what way can students profit from the planning of your classes to be better prepared for the evaluative tasks?
- Do you think you take into account different things to plan your classes from the ones you take into account to prepare your classes for other English programs you work for? Why
- Evaluative tasks:
 - Why did you ask your students to make their self-assessment at home?
 - Is there any difference in the way you prepare your students in this program for the evaluative events from the way you prepare your students in other programs? In what sense? For some of the evaluative events or for all of them?
 - I saw, you negotiate with your students the content and the format of the evaluative events, (specially for the quizzes) why? Do you do it the same way in other courses?

APPENDIX C: PROGRAM



**Centro de Extensión IdiomasUdeA
Programa Inglés Profesionales**

Programa de curso nivel 1

El Programa de Inglés Profesionales del Centro de Extensión IdiomasUdeA ofrece 5 niveles de 100 horas semestrales a técnicos profesionales, tecnólogos o profesionales. Cada nivel se enfoca en la exploración del inglés a través de temas interdisciplinarios, los cuales se abordan por medio de tareas comunicativas y el desarrollo de un proyecto de aula.

Tema del nivel 1: Costumbres y eventos sociales

Propósito de formación: Este programa busca preparar profesionales que sean capaces de interactuar y de crear textos con coherencia y claridad. El programa de Inglés Profesionales busca contribuir en la educación de adultos desarrollando una actitud crítica frente a los textos, el idioma, y la cultura propia y foránea. Además busca motivar a los estudiantes para que trabajen de forma colaborativa, creen diferentes tipos de textos y realicen presentaciones orales y proyectos.

Objetivo general del programa: Ayudar al estudiante a desarrollar la competencia comunicativa que le permita expresarse con claridad y coherencia en forma oral y escrita en situaciones en que requiera el uso del inglés, tanto situaciones de la vida diaria, como académicas y laborales.

Objetivos comunicativos generales del nivel:

- Desarrollar habilidades comunicativas que permitan interactuar abordando aspectos personales y socio-culturales en la cultura propia y en otras.
- Identificar, reflexionar e implementar estrategias de comprensión y producción oral y escrita que le faciliten al estudiante abordar textos multimodales.
- Utilizar las estructuras lingüísticas necesarias para comunicarse con claridad y precisión al abordar los temas del curso.
- Buscar, organizar y reportar información relacionada con eventos sociales.
- Identificar temas de interés relacionados con la pregunta problematizadora del nivel para explorarlo a través del desarrollo de un proyecto de clase.
- Desarrollar habilidades comunicativas en inglés necesarias en algunas situaciones laborales.

Objetivos específicos:

- Participar activamente en actividades comunicativas que permitan compartir información sobre sí mismo, la temática del curso y el tema del proyecto.
- Identificar, nombrar y describir situaciones culturales y tradiciones particulares en diferentes eventos sociales que sirvan como punto de referencia para una interacción más efectiva con hablantes del idioma inglés.
- Utilizar expresiones necesarias en un evento social para iniciar interacción con otras personas.
- Solicitar y dar información sobre su perfil profesional en eventos relacionados con el trabajo

Preguntas problematizadoras del nivel (relacionadas con costumbres y eventos sociales)

¿Qué aspectos personales, interpersonales, sociales e interculturales se deben tener en cuenta cuando uno viaja a otro país o interactúa con un extranjero?

Preguntas orientadoras que el profesor(a) y los estudiantes pueden, no tienen que, tener en cuenta para tomar decisiones de acuerdo a las preferencias y necesidades de los estudiantes y pueden abordarse en el desarrollo del curso y/o en los proyectos de los estudiantes.

Conceptos generales

- ¿Cuáles son los eventos culturales más comunes que se presentan en una cultura?
- ¿Qué significado tienen los eventos sociales en una cultura?
- ¿Se puede clasificar un evento social como un ritual? ¿Porqué?
- ¿Cuál es la relación entre la religión y los eventos sociales en una cultura?
- ¿Qué factores influyen en la manera que se celebran los eventos sociales en una cultura?

Características culturales propias y foráneas

- ¿Cuáles son las costumbres características de la cultura colombiana?
- ¿Cuáles son los eventos sociales característicos de la cultura colombiana?
- ¿Cuáles eventos sociales se celebran en otras culturas que no se celebran en la nuestra?
- ¿Qué costumbres hay en otras culturas que no son iguales a las nuestras y cómo se caracterizan?
- ¿Qué costumbres colombianas existen que son poco conocidas? ¿Porqué?
- ¿Han permeado los eventos sociales de culturas foráneas la cultura colombiana? ¿Cómo?

Descripción de los tipos de eventos

- ¿En qué tipo de eventos sociales interactúa la gente más a menudo?
- ¿Qué protocolos están establecidos para los eventos sociales?
- ¿Marca de alguna forma el tipo de evento el nivel de lengua que se puede o debe usar?
- ¿Qué tan importante es comprender la comunicación no verbal (por ejemplo, los gestos) que se usan en otra cultura?
- ¿Cómo se saluda o se despide la gente en distintos contextos?
- ¿Qué formas de saludar o de despedirse son particulares a otras culturas?
- ¿Qué temas o actitudes pueden causar controversia o malestar en un evento social?
- ¿Qué estrategia se pueden aplicar cuando no se conocen las reglas o los protocolos de otras culturas y se está participando en un evento?

CUADRO GUÍA PARA TRABAJAR LOS ELEMENTOS LINGÜÍSTICOS DEL NIVEL

1

El propósito de este cuadro guía es orientar a los profesores sobre los elementos lingüísticos mínimos que se deben tener en cuenta al momento de abordar la temática del nivel y de facilitar la evaluación de los logros del mismo.

Se recomienda abordar los siguientes elementos lingüísticos en el momento en que surja la necesidad de acuerdo a la temática y no planear la clase basada en ellos necesariamente

Competencia Gramatical	Vocabulario	<ul style="list-style-type: none"> - Dar información personal como la edad, fechas, hora, números telefónicos y direcciones. - Expresar preferencias utilizando verbos como: <i>'like', enjoy, love 'dislike', 'prefer' y 'hate'</i>. - Describir la rutina diaria usando verbos como: <i>'wake up', 'get up', 'have breakfast', 'lunch', 'dinner', 'leave', 'go', 'walk', etc.</i> - Nombrar los integrantes que componen una familia. - Utilizar las preposiciones 'in', 'on', 'at' para referirse a un lugar, dar una fecha o dar la hora. - Utilizar el verbo modal 'can', 'can't y 'cannot' para expresar lo que se puede y no se puede hacer en una cultura. - Conocer y utilizar expresiones de clase para comunicarse tales como: <i>How can I say...., what do you call....., what's the pronunciation of.... How do you spell...., repeat please, can I..., what page are we in etc.</i>
	Sintaxis	<ul style="list-style-type: none"> - Conocer y utilizar los pronombres personales para identificar el sujeto en una oración y referirse a personas, lugares y objetos. - Conocer y utilizar los pronombres objeto y los adjetivos posesivos. - Reconocer el posesivo sajón. - Utilizar el verbo 'to be' en oraciones afirmativas y negativas simples y presente continuo Para hablar de sí mismo. - Reconocer el uso apropiado de los pronombres demostrativos 'this', 'these', 'that', 'those' para referirse a objetos o personas en el aula, a eventos sociales y las culturas trabajadas en el curso. - Reconocer el uso apropiado de los artículos definidos e indefinidos (a, an, the). - Formular preguntas de sí o no y de información en presente simple utilizando el verbo <i>to be</i>, y los auxiliares do y does. - Aproximarse al uso del pasado simple del verbo to be y otros verbos en descripciones y preguntas sobre hechos y acontecimientos de la vida diaria. - Usar adjetivos comparativos y superlativos para describir y comparar personas, lugares, objetos y eventos.
	Morfología	<ul style="list-style-type: none"> - Identificar la forma como se formulan los plurales regulares, irregulares y las Excepciones en inglés (-s, -es, -ies, shelf - shelves, man - men, woman - women, child - children). - Reconocer algunos prefijos y sufijos comunes al vocabulario utilizado para identificar los cambios de significado en las palabras. - Reconocer la formación de los adjetivos que terminan en '-ing' y '-ed', y la formación de Los adjetivos comparativos y superlativos. - Identificar categorías gramaticales tales como: sustantivo, pronombre, adjetivo, verbo, adverbio, interjección, preposición, con el fin de reconocer el uso que se le da de acuerdo al contexto. - Identificar la formación del pasado simple del verbo 'to be' y de otros verbos. - Identificar el presente continuo cuando se describe lo que otros están haciendo. - Identificar la estructura del pasado simple para hablar de actividades que ha realizado y Eventos que han ocurrido.
	Ortografía	<ul style="list-style-type: none"> - Deletrear y entender palabras cuando alguien deletrea en inglés. - Hacer uso adecuado de las mayúsculas para escribir después de un punto y los nombres propios de personas, lugares y los meses. - Hacer uso de los signos de interrogación y admiración en inglés. - Identificar el uso de la coma y el punto.
	Fonología	<ul style="list-style-type: none"> - Utilizar la entonación adecuada para expresar oraciones afirmativas y negativas o formular preguntas. - Identificar la pronunciación del sonido /ð/ al usar el artículo definido 'the', los pronombres demostrativos 'this', 'these', 'that' y 'those' y otras palabras relacionadas con los contenidos del nivel. - Reconocer los símbolos fonéticos /æ/ y /ə/ en palabras como 'cat' y 'ago'; /i/ and /ɪ/ en palabras como 'tree' and 'insect'; /ʃ/ en 'wash', /tʃ/ en 'watch'; y /ʌ/ en 'but', /d/ en 'decided', /t/ como en 'worked', and silent /e/ como en worked; /θ/ como en 'teeth' y 'Thursday'; /ɔ:/ como en 'August' y 'audio', /u:/ como en 'pool' y 'cool'.

Competencia discursiva	<ul style="list-style-type: none"> - Nombrar las actividades favoritas. - Expresar lo que le gusta y lo que no le gusta. - Describir la rutina de actividades que se realizan en un día cotidiano. - Establecer diálogos cortos en los cuales se esté en capacidad de intercambiar información personal. - Elaborar un párrafo simple con cohesión y coherencia para hacer una descripción de sí mismo o un evento cultural o social, haciendo buen uso de las mayúsculas y la puntuación. - Expresar y describir hechos y acontecimientos de la vida diaria utilizando el presente simple. - Hacer pequeñas descripciones de personas o eventos sociales. - Preguntar sobre hechos y acontecimientos de la vida diaria que han ocurrido. - Presentar información escrita y oral de eventos o situaciones sociales teniendo en cuenta el lugar, las características del evento y lo que representa. 	
	<p>Coherencia: cualidad de un texto para relacionar todas las oraciones con respecto a un tema definido.</p>	<ul style="list-style-type: none"> - Describir de manera oral y escrita información sobre eventos sociales haciendo uso de oraciones sencillas. - Hacer uso de los marcadores de secuencia para categorizar sus ideas en textos orales y escritos. - Hacer uso adecuado de los signos de puntuación: signo de admiración, de interrogación, coma y punto.
	<p>Cohesión: capacidad para establecer conexiones entre las oraciones.</p>	<ul style="list-style-type: none"> - Usar el 'and' y el 'because' para conectar ideas. - Usar conectores como: 'first', 'second', 'then', 'next', 'after that' y 'finally' para describir Una secuencia de eventos.
Competencia sociocultural	<ul style="list-style-type: none"> - Identificar los eventos sociales y valorar su significado en una cultura. - Interactuar con otras personas brindando y preguntando información personal. - Nombrar y describir como se celebran los eventos sociales en Colombia. - Planear una celebración o encuentro social - Describir las actividades que se llevan a cabo, generalmente, en un encuentro social. - Establecer las diferencias entre la forma en que se celebra un mismo evento en diferentes culturas. - Describir características de eventos sociales de la cultura propia en comparación con otras analizando las diferencias y similitudes. - Iniciar una conversación con alguien que acaba de conocer y saber solicitar algunos datos personales. - Comprender las diferencias entre lo que le gusta o no le gusta a las personas según su entorno cultural. - Utilizar saludos y despedidas en contextos formales e informales. - Utilizar lenguaje formal e informal usado en diferentes actividades que hacen parte de algunas culturas. - Identificar y nombrar eventos sociales característicos de la cultura colombiana. - Identificar y nombrar eventos sociales característicos de otras culturas. - Comparar valores religiosos y culturales presentes en algunos rituales sociales en diferentes culturas. - Brindar información básica sobre el entorno cultural propio. - Comprender información cultural brindada por otros interlocutores. - Identificar y describir características físicas y de personalidad según las diferentes culturas. - Comparar el manejo corporal y el vestuario relacionados con las interacciones sociales en diferentes culturas. - Identificar el significado de eventos sociales en una cultura. - Identificar rituales comunes a varias culturas. - Identificar los factores que inciden en las celebraciones y eventos sociales de una cultura en particular. - Establecer las diferencias de un evento social celebrado en varias culturas. - Nombrar algunos eventos sociales foráneos que han permeado la cultura colombiana y describe como ha sucedido - Identificar que costumbres han sido adoptadas por diferentes culturas debido a la globalización. 	
Competencia estratégica (saber aprender) Estrategias de aprendizaje	<ul style="list-style-type: none"> - Identificar las palabras claves en un texto para tener una comprensión global del mismo. - Entender el significado de una palabra de acuerdo al contexto dado. - Identificar cognados falsos y verdaderos. - Inferir vocabulario del contexto en lecturas cortas. - Identificar por medio de los referentes lingüísticos las personas y/o el tema de los cuales se habla en un texto en particular. - Utilizar sinónimos y antónimos del vocabulario principal del tema. - Usar las imágenes de un video como ayuda para inferir lo que se dice en el mismo. No es necesario entender cada palabra. - Establecer grupos de palabras relacionadas con una misma temática para aprender nuevo vocabulario. 	

